# Combining Think-pair-share and Role-play Techniques for Improving English Speaking Skill

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Abstract:     Teaching English communicatively is highly required, especially in order to increase speaking skill. However, communicative approach itself is not sufficient if students cannot maximize their learning through cooperative approach. Therefore, in teaching speaking, the lecturer may apply combined techniques from the two approaches. Think-pair-share (TPS) and Role-play (RP) were two tehniques implemented to teach speaking skill at STIBA IEC Jakarta. Based on the previous classroom observation, the students practiced speaking through RP and had to prepare their script through TPS. RP technique was able to run smoothly when the students did implement communicative approach through TPS properly. However, the techniques needed improvement and adaptation to suit the students' needs. The action research made use of qualitative method and quantitative method to see the implementation of the techniques and to analyze the students' progress. At the end of the research, the results indicated that the students scores improved significantly and they were much better than the previous semester. It can be concluded that RP and TPS are combined techniques that can increase English speaking skill, provided that the techniques are applied properly.

## 1 INTRODUCTION

Students majoring in English literaturemay have problems with speaking skill when they do not use learning strategies or approaches correctly. For example, some students at Sekolah Tinggi Bahasa Asing IEC, Jakarta were not able to increase their speaking skill because they did not use the right combination of communicative and cooperative strategies. It is true that teaching speaking skill through communicative approach is essential, but it may fail when students do not apply cooperative learning strategy. Based on the observation at a language school in Jakarta, some English Literature at Sekolah Tinggi Bahasa Asing (STIBA) IEC Jakarta students taking Speaking 2 did not show significant progress because activities in the classroom did not encourage the students to care when others find difficulties with language practices.For example, there were around 10 minutes allocated to complete some practices related to a topic in RP(role-play), but some students finished earlier without paying attention to their classmates. Instead of interacting or helping others, they just waited. Weak students finished their tasks slowly,

and sometimes they left their tasks unfinished because they were worried that their answers were not correct. When students who weregood at speaking frequently talked to otherswith equal ability, but they neglected weak students, they would not create conducive learning environment.

Learning condition became worse when weak students joined a group just because they wanted to get the answers, not because they wanted to have discussion in order to solve a problem or get answers together. Their dependance seemed to root from being worried about making mistakes or not having confidence in using the target language. The condition was especially noticeable when the teacher spent his time regulary checking students sitting in the back rows. The teacher needed to be among the students to ensure that they not only used the communicative approach, but also applied cooperative learning strategy through TPS (Think-Pair-Share).

Although in Speaking 2 class the teacher used both communicative approach and cooperative learning strategy, the teaching techniques needed more improvement. It was particularly because the students still did not show good cooperation, and

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their performance in RP was not satisfactory as a result. When implemented properly and students could work together, in fact, RP was considered as a good technique in teaching speaking because it was based on communicative approach or strategy. RP seemed to be interesting for students, but it needed good preparation and cooperation. In addition, the preparation seemed to work well, provided that the students applied cooperative learning strategy through TPS. The teacher found both techniques could work well as long as they were implemented correctly (Sinwongsuwat, 2012). This was the reason for the teacher to conduct an action researchto improve the teaching techniques in the following semester, in Speaking 3 class at STIBA IEC Jakarta.

Students can have either semi-scripted RP or non-scripted RP. In semi-scripted RP, students may read parts of the script while performing RP. It is done especially for weak students who need the script when finding difficulties with what to say or correcting what has been said. Although it can help them to check their language accuracy, the use of script should be restricted as it will become counterproductive when used too frequently. Whereas non-scripted RP urges students to struggle using the language. However, students often delay performing RP when they do not have enough preparation. Once they perform without a script, they must be appreciated for their spontaneity (Cho, 2015). Teaching speaking skill with RP is more effective than teaching with a traditional technique which focuses on teacher's explanation. In a traditional technique, students just wait for teacher's explanation, and the teacher's dominance takes up most of students' time to use the language more intensively (Alzboun, Smadi, and Baniabdelrahman 2017).

Ideally, teacher motivates students to prepare themselves with the language, so that they can explore the language and use it by themselves. In this case, the role of the teacher is as a motivator and a facilitator for students to use the target language optimally. It is also essential that at the beginning of a class, students ask creative questions for the teacher to answer when they need information related to a topic that is going to be discussed.The information will give students ideas on what to prepare when discussing a topic (Cooper, 2018).

Lee (2015) statedthat the language used in RP must be adaptable and applicable to students' culture as this makes the communication relevant to their world. Arham, Yassi and Arafah (2016) add

that RP should be relevant with the students' discplines too. For example, students majoring in nursing may play a role in a group as a doctor, a nurse, and a patient. When the topic discussed is about abortion, for instance, there could be argument either for or against abotion. The argument shouldbe based on medication procedure or based on their social norms, or even based on both of them.

When implemented in Speaking 3 class at STIBA IEC Jakarta, students dealt with situations in RP that made them talk about their environment, their life styles and their cultures. With topics suitable to their world, they can explore the language when expressing thoughts and feelings about themselves more conveniently. Furthermore, it made communication more genuine than practicing speaking restricted by language functions and vocabulary from a text book.

Ning (2011) stated that communicative approach requires clear instruction and authentic materials from the very beginning of a program. Although communicative approach may optimize students' language skills, being lack of implementing cooperative learning strategy may inhibit students' progress. It is particulary because students need to do many pair and group activities.However, it is necessary to have small groups instead of the big ones. For example, in RP, a small group helps weak students to be more confident. With a smaller group, students will get more opportunity to use the language, as long as other members encourage them to do their best (Nguyen, 2017). Moreover, when students are the center of classroom activities, the teacher does not need to give too many explanations to his students. Too many explanations and corrections by the teacher will take up too much time.The students do not have opportunity to use the target language more intensively if they receive too many explanations. By giving students autonomy, the students will gain more time to practice the language, such as through RP. Making students as the center of the classroom actitivies not only gives students autonomy, but also motivates students to learn more, because the learning condition is not too rigid or too formal. With informal condition, students feel comfortable to express their feelings and thoughts through the target language in groups (Ahmed and Dakhiel, 2019).

At STIBA IEC in Speaking 2 class, there were 20 students, and they were divided into two groups consisting of 7 students, and one group consisting of 6 students. It was thought that by having large groups, students were able to to have more ideas and develop their language skills, especially speaking

skill through TPS and RP. However, it was revealed that it was not true, and in the following semester, in Speaking 3 class, there were still 20 students, but they were divided into smaller groups; 4 students in each group, so there were 5 groups altogether. With smaller groups, students' talking timewas able to increase when interacting in groups through TPS or performing RP.

According to Chan (2012), learning autonomy helps students toimprove both speaking skill and knowledge through activities in groups, such as RP. RP is considered as a communicative technique in teaching speaking because it encourages students to visualize their language performance through different characters, and help them to imerse themselves in more real stituations than just practicing a conversation from a text book. Magos and Politi (2008) suggest that RP can trigger students to talk about their environment more comfortably. That is why the teacher needs to introduce topics that are interesting and familiar to them. By doing so, it will make students speak more spontaneously.

In learning a language, students need support from other students in order to succeed. The teacher needs to motivate his students to learn English cooperatively. A student's ability to speak English communicatively with just few students who can speak English fluently does not indicate a success in language learning. If the same students communicate actively using the target language in every lesson, weak students will become more passive. For this reason, the teacherhas to make the students use more or less the same amount of time to use the language through cooperative learning. This strategy will urge the students to maximize their opportunity using the language without domination by more proficient students. In cooperative learning strategy or approach, students need to learn together in order to get knowledge and language skills, without too much teacher's intervention, even when the students must stick to the syllabus. This requires a suitable technique that can organize students' classroom activities in cooperative learning, and the technique selected is TPS (Think-Pair-Share), which seems to work well with RP.TPS makes students enjoy their learning through various activities. It is true that students have autonomy to learn by themselves as the center of activities, but they have responsibility as anindividual and as a group.

In TPS, students start their tasks with individual work by thinking about answers or solutions to a problem. It is important to solve a problem individually first, because each student must be responsible to participate and to contribute their answers or solutions. In order to contribute well, they must be aware of the problem and try to find answers by themselves. As soon as they get the answers, they discuss in pair, and join another pair to form a group. After that, a group join another group to make sure that they will find their best solutions. Finally, some students represent their groups to share the results of their discussion to the whole class, so that everybody will get various ideas to solve a problem, and select the best one (Sharma and Saarsar, 2018).

It was realized that combined techniques, RP and TPS in Speaking 2 class could have been improved in another semester. Therefore, in the current study, in Speaking 3 class at STIBA IEC Jakarta,the action research was intended to make the combined techniques, RP and TPS implemented better. Hopefully, students's scores increased significantly as a result.

TPS can also be triggered through interesting questions by the teacher. Students must follow some steps to discuss the questions. First, Students must think about the answers, second, they discuss in pairs, and they join another pair to form a group. Next, a group may join another group to find the best answers. Finally, some students go to the front to share the results of their discussion (Arra, Et. al, 2011). By consistently maintaining cooperative learning strategy in the classroom, students can accomplish their tasks more successfully. This strategy can also steadily improve students' accuracy as long as they use the language optimally during interaction (Eliasi and Parandani, 2013).Infact, despite shy students, interaction and reaction in the classroom can be improved through TPS. In other words, shy students might be willing to interact and react better in their groups.It is because during interaction in TPS, they may show their reaction through their own learning styles. Besides expressing verbally, showing reaction can be kinestetically or through gestures or visuall by showing pictures, for instance. It makes learning enjoyable an attractive.

As students enjoy their learning, they will get a lot of information and ideas from TPS, which makes them feel confident when developing their conversation through various topics. (Gholami, Moghaddam, and Attaran, 2014).TPS is very useful for students because they get more opportunity to use the language orally during the classroom interaction (Motaei, 2014).Students can get more benefits when the oral language practice is through RP. Some ofthe benefitsof using RP to practice their

language is that a conversation in RP is more natural because the practice is generated through situations rather than through language functions.

However, practicing over and over again in groups until students can speak fluently is preferable than memorizing parts of conversations. Regular practice requires students to work together through cooperative learning. This will not work if some students are impatient or do not care other students who are slow (Zhou, 2012). It is important to note that while preparing RP, students focus more on the whole story than memorizing lines based on certain characters. If students are familiar with the story they create, they are urged to improvise or adapt their lines when they fail to remember the lines they have written previously. It is not necessary to say everything exactly as written in a script, because it is a speaking practice, not a memory practice.Speaking spontaneously with many mistakes is much better than speaking accurately because of memorizing, (Sinwongsuwat, 2012).Ideally, students do not need to worry about accuracy, because as the intensity of speaking practices increases, students gradually manage to improve their accuracy (Ugla, Abidin, and Abdullah, 2019).

Based on the observation, with better implementation of tecniques in Speaking 3 class, students had more autonomy to learn without teacher's intervention, either when they worked on their own, in pairs or in groups. TPS was carried out especially to prepare students with language skills through interaction in pairs and in groups. For each meeting, TPS lasted around 10 minutes and another 80 minutes focused on RP. Through 3 cycles with 16 meetings in total, the combined techniques were able to improve students' speaking scores significantly at the end of program.

## 2 RESEARCH METHODOLOGY

The purpose of this study is to deeply investigate students' speaking skill improvement through combined teaching techniques using TPS and RP.

The discussion in this research comprises; 1) the process of improving English speaking skill through TPS and RP as combined techniques, and 2) the results of improving English speaking skill through TPS and RP as combined techniques.

The action research on teaching English speaking skill through TPS and RP as combined techniques was conducted at STIBA IEC Jakarta in Speaking 3 class from 18 September 2018 to 15 January 2019.The participants in this research were 20 students from English Literature major who took Speaking 3 class.

The method selected is action research because it is an ideal method to be implemented while a teacher wants to improve his or her teaching techniques, so that students' scores can increase significantly. In action research, observation is required to see the learning process by students. In addition, a mixed method (a combination of qualitative and quantitative) is needed. Qualitative method is used to describe how the process of teaching technique through TPS andRP (role-play) is implemented in the classroom. While quantitative method is used to analyze the results of the learning process from pre-test to post-test (cycle 3). The process of obtaining qualitative and quantitative data can be explained as follows:

1. The source of qualitativeis the decsription of the teaching and learning processin the classroom, based on direct observation, interview, and any notesrelated to action research in the classroom in order to improve speaking skill through combined techniquesTPS andRP.

2. The source of quantitative datais from the results of pre-test, cycle 1 and 2 tests, and cycle 3 test (post-test) of 20 students at STIBA IEC Jakarta takingSpeaking 3 from 18 September 2018 to 15 Januari 2019.

3. The procedure of the action research is through four steps; planning, action, development, and reflection. The action research consists of three cycles, and in each cycles there are five meetings.

Oral test is the main instrument to gather data about the results of improving speaking skill through TPS and RP. In order to see the students' speaking skill, 5 aspects are measured; grammar, vocabulary, comprehension, fluency, and pronunciation (Brown and Abeywickrama, 2010).

Testing students' speaking skill is through RP because it should be in line with the purpose of using English to communicate based on situations in RP. In addition, a collaborator, someone who sits in to give comments for each cycle isinvolvedHe is in charge of giving the researcher feed back and suggestions to improve the combined teaching techniques, TPS and RP. Finally, the results of all tests (pre-test, and cycle 1-3 tests) are classified, interpreted and analyzed.

# 3 RESULTS

In order to meet tests requirement before doing analysis, normality test and homogenity testwere done.

## 3.1 Normality Test

Normality test is done to check whether distribution of data is normal or not. Through Lilliefors test, the result indicated that p-value (*sig*) was above level of significance 5% (0.05) or distribution of data was normal, as shown in table 1 below.

Table 1: Normality Test

**Tests of Normality**

| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | df | Sig. | Statistic | Df | Sig. |
| Pre-test | .180 | 20 | .090 | .882 | 20 | .020 |
| cycle1 | .191 | 20 | .055 | .845 | 20 | .004 |
| cycle2 | .170 | 20 | .131 | .901 | 20 | .043 |
| Post-test cycle3 | .186 | 20 | .067 | .915 | 20 | .080 |

a. Lilliefors Significance Correction

Based on Lilliefors' normality test, statistic value in pre-test is 0.180 and p-value (*Sig)*is0,055. In cycle 1 statistic value is 0.191 and p-value (*Sig)* is0.055. In cycle 2 statistic value is 0.170 and p-value (*Sig)* is0.131. In cycle 3 statistic value is 0.186 and p-value (*Sig)* is0.067. Because p-value (*Sig)* in all data groups are above alpha value ($\alpha = 0.05$), it is concluded that all data groups are distributed normally.

## 3. 2 Homogenity Test

Homogenity Test is used to make sure that two or more groups of data samples are taken from the same variants or they are homogenous.

The criteria of homogenity test say that if significance of P value (p) > 0.05, it means that the data is taken from homogenous population. On the other hand, if significance of P value (p) < 0.05, it means that data is taken from population having different variants or not homogenous.

The result of homogenity test shows that the data is taken from homogenous population. Table 2 shows the results of homogenity test:

Table 2: Homogenity Test

**Test of Homogeneity of Variances**
SkorSpeaking

| Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|
| .027 | 3 | 76 | .994 |

Based on levene test, p-value (sig) of levene test is above p-value from alpha=0,05 (0,994>0,05). We can conclude that the data is taken from homogenous population.

## 3.3 Students' speaking skill progress

To check, students' progress in speaking skill, there should be data from pre-test, cycle1, cycle 2 and cycle3. By comparing the data, we can see their average scores and their progress in every cycle. We can also see which aspects of speaking scores show improvement. Below isshown table 3 desribing the average scores.

Table 3. Speaking average scores

| | Gramar | Vocabulary | Comprehension | Fluency | Pronunciation | Speaking scores |
|---|---|---|---|---|---|---|
| Pre-test | 48,9 | 48,75 | 48,35 | 46,5 | 49,8 | 48,46 |
| cycle1 | 56,65 | 56,55 | 56,35 | 57 | 56,35 | 56,58 |
| cycle2 | 65,5 | 65,6 | 64,05 | 64,25 | 65,8 | 65,04 |
| Post-test (cycle 3) | 72,35 | 73,7 | 73,4 | 73,6 | 73,6 | 73,33 |

Table 3 shows upward trend of students' speaking scores. Overall, the average scores in all five aspects were not satisfactory in both pre-test and cycle 1 test. It was an indication that the implementation of the combined techniques TPS and RP wereableto increase students' scores in cycle 1 test. Although the techniques were effective, giventhe average scores for all 5 aspectswhich were still below 60, another cycle was needed to optimize the students' scores.The test in cycle 2 showed that all students managed to increase their average scores to above 60 in all aspects, and in cycle 3, students' scores reached a peak with students' average scores above 70 in all aspects. This could be an indication

that the three cycles were the process of improving students' average scores steadily.

To ensure that there has been significant improvement, T test is conducted. One Sample T test is used test wheter certain scores showed different results or not within the average scores of a sample. The T-test, as shown below includes paired samples statistics, paired samples correlations, and paired samples test.

Table 4: T-Test

**Paired Samples Statistics**

|  | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|
| Pair 1 cycle1 | 56.5800 | 20 | 5.69058 | 1.27245 |
| Pre-test | 48.4600 | 20 | 5.93441 | 1.32698 |
| Pair 2 cycle2 | 65.0400 | 20 | 5.80076 | 1.29709 |
| cycle1 | 56.5800 | 20 | 5.69058 | 1.27245 |
| Pair 3 Post-test cycle3 | 73.3300 | 20 | 6.09651 | 1.36322 |
| cycle2 | 65.0400 | 20 | 5.80076 | 1.29709 |

**Paired Samples Correlations**

|  | N | Correlation | Sig. |
|---|---|---|---|
| Pair 1 cycle1 & Pre-test | 20 | .833 | .000 |
| Pair 2 cycle2 & cycle1 | 20 | .808 | .000 |
| Pair 3 Post-test cycle3 & cycle2 | 20 | .702 | .001 |

Table 5. Students' speaking progress from pre-test to cycle1

**Paired Samples Test**

|  | Paired Differences | | | | | | | |
|---|---|---|---|---|---|---|---|---|
|  |  | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | t | df | Sig. (2-tailed) |
|  | Mean |  |  | Lower | Upper |  |  |  |
| Pair 1 cycle1 - Pre-test | 8.12000 | 3.36696 | .75288 | 6.54421 | 9.69579 | 10.785 | 19 | .000 |
| Pair 2 cycle2 - cycle1 | 8.46000 | 3.56125 | .79632 | 6.79328 | 10.12672 | 10.624 | 19 | .000 |
| Pair 3 Post-test cycle3 - cycle2 | 8.29000 | 4.59816 | 1.02818 | 6.13800 | 10.44200 | 8.063 | 19 | .000 |

More explanations are needed to show the students' speaking development or progress through out semester. Below are the the desriptions of students' speaking scores in more detail.

Based on paired samples statistics, the average scores ofpre-test were48.46, and in cycle1, the average scoreswere56.58. It showed improvement by 8.12, if we compare between the results of students' learning in pre-test with the results in cycle 1, in which t value was 10,785, with t table (df=19)2.09, and p-value was 0.000. It indicated that the result of speaking pre-test was not the same with the result of speaking in cycle1 ($\mu_1 \neq \mu_2$), witht valuehigher than t table, and p-value < 0.005 (0.000 <0.05), which means $H_0$was rejected and $H_1$wasaccepted.We can conclude that there was significant difference between the result of speaking in pre-test and the result incycle 1, which significantly showed improvement.

Based on table 5 below, thestudents' speaking skill progress from pre-test to cycle 1isdecribed. In general, it showed significant progress in all aspects. Grammar, vocabulary, and comprehension increased by about the same proportion, or by approximately 8 points in each aspect. Fluency rose sharply from 46.5 to 57 or rose by 10.5 points, which showed the highest points among other 4 aspects. On the contrary, pronunciation increased just by 6.55, which was the lowest points.
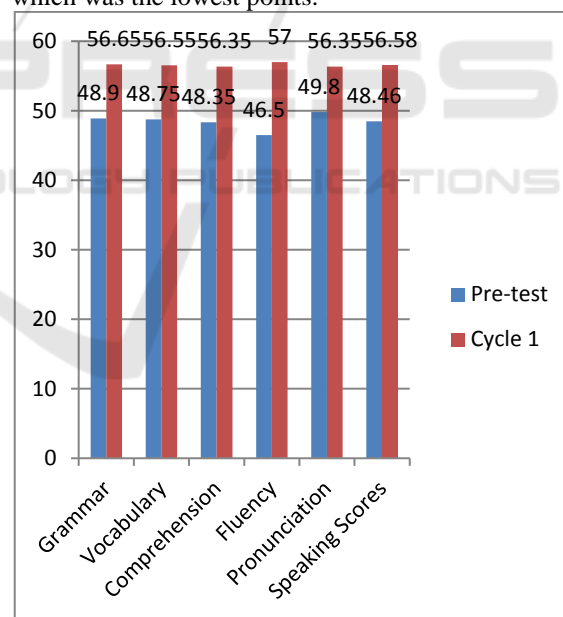


Figure 1: Cycle1 – cycle2

Based on paired samples statistics, the average scores incycle 1 were 56.58, and in cycle 2, the average scoreswere65.04. It showed improvement by 8.46, if we compare between the results of students' learning in cycle 1 with the results in cycle 2, in which t value was 10.624, with t table (df=19) 2.09, and p-value was 0.000. It indicated that the

result of speaking in cycle 1 was not the same with the result of speaking in cycle2 ($\mu_1 \neq \mu_2$), witht valuehigher than t table, and p-value < 0.005 (0.000 <0.05), which means $H_0$was rejected and $H_1$wasaccepted.We can conclude that there was significant difference between the result of speaking in cycle 1and the result incycle 2, which significantly showed improvement. The given data on table 6 below, showsstudents' speaking skill progress from cycle 1 to students' speaking skill progress cycle 2. In general it shows significant progress in all aspects.
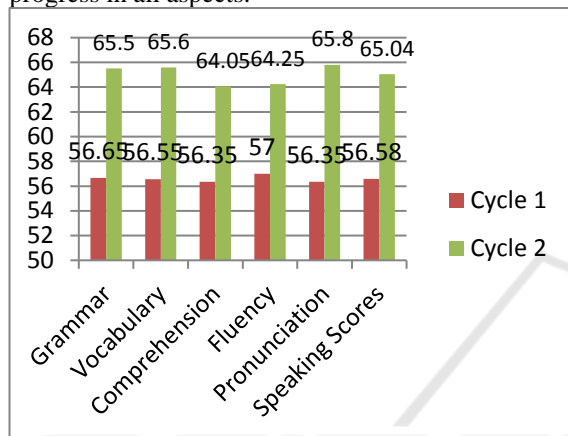


Figure 2: Students' speaking progress from cycle 1 to cycle 2.

By looking at figure 2, we see that tudents' speaking scores went up from 56.58 to 65.04 points, or the progress was by 8.46. Pronunciation rose by 9.45, which was the highest point, and vocabulary was in the second position with progress by 9.09 points. Both grammar and comprehension progress were almost 9 points. Fluency was at its lowest progress with improvement by 7.25 points, from 57 to 64.25 points.

Based on paired samples statistics, the average scores incycle 2 were 65.04, and in cycle 3 (post-test), the average scoreswere73.30. It showed improvement by 8.29, if we compare between the results of students' learning in cycle 2 with the results in cycle 3, in which t value was 8.063, with t table (df=19) 2.09, and p-value was 0.000. It indicated that the result of speaking in cycle 2 was not the same with the result of speaking in cycle 3($\mu_1 \neq \mu_2$), witht valuehigher than t table, and p-value < 0.005 (0.000 <0.05), which means $H_0$was rejected and $H_1$wasaccepted.We can conclude that there was significant difference between the result of speaking in cycle 2and the result incycle 3, which significantly showed improvement.
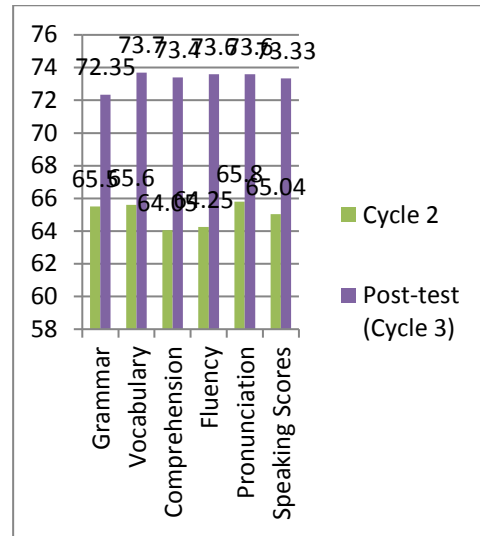


Figure 3: Students' speaking progress from cycle 2 to cycle 3.

As we can see in table 7 above, the students managed to improve their speaking scores significantly in all speaking aspects. Comprehension and fluency showed exactly the same progressbecause both scores increased by 9.35. Pronunciation scoresincreased by8.29, which were slightly higher than vocabulary, whose increase was just by 8.1. Unfortunately, grammar scoreswere the lowest of all because the scores only increased by 6.85. Table 8 briefly presents the students' speaking skill progressthrough out semester 3.

Table 8. Summary of the students' speaking skill progress for the whole semester (pre-test-post-test).

| Speaking skill aspect | Pre-test Scores | Post-test Scores | Improvement |
|---|---|---|---|
| Grammar | 48.9 | 72.35 | 23.45 |
| Vocabulary | 48.75 | 73.7 | 24.65 |
| Compresension | 48.35 | 73.4 | 25.05 |
| Fluency | 46.5 | 73.6 | 27.1 |
| Pronunciation | 49.8 | 73.6 | 23.8 |
| Speaking Skill | 48.46 | 73.33 | 24.87 |

It was obvious that the students' speaking progress from the beginning to the end of Speaking 3 program increased by 24.87 points. Broken down into each aspect, fluency showed its highest improvement by 27.1 points. Vocabulary and compresension indicated similar progress, with around 25 points. Grammar showed its lowest points by 23.45, but pronunciation progress was slightly higher by 23.8 points.

Based on the discussion of the results, it is clear that students speaking skill increased steadily from

pre-test to post test. In each cycle, there was significant progress which indicated that TPS and RP were combined techniques that could successfully improve speaking skill.

# 4 DISCUSSION

In cycle 1, the results showed improvement, but the teaching techniques needed to be improved because of a number of reasons. First of all, although it was a good idea to encourage students to give corrective feedbacks to each other, those who had trouble with the mistakes were not given time to make their own corrections. They felt that they were interrupted when trying to say things.

Apparently, besides reducing their autonomy to decide what to say, despite some pauses, their fluency was also affected by the interruption. Secondly, because some weak students were not confident performing their RP without a script or text, teacher allowed them to bring the text during RP. In fact, this was counter productive because they were not able to show their progress. Thirdly, during RP, other students who had not performed yet, did not pay attention. Sometimes a group that was performing RP was disturbed, especially when other students made a noise.

When all students had performed their RP, the teacher reviewed the topic in RP to see what they had learnt from the RP, and asked them to explain. The teacher also asked whether the RP they had just performed was relevant to the situations in their life or not. Finally, as they were not encouraged to prepare their ideas before RP began, only few of them were able to respond to the teacher's questions confidently. It might contribute to students low scores in cycle 1. They should have obtained better scores if the teacher had managed students' cooperation in groups more effectively and efficiently through TPS.

Like in cycle 1, in cycle 2, after warming up, the activities began with TPS, which lasted for 10 minutes. Students were becoming more cooperative and communicative because the combined techniques seemed to work more effectively and efficiently. After receiving comments from a collaborator and some reflection at the end of cycle 1, teacher fixed the problems and developed them, so that in cycle one, the implementation of the combined techniques gave better results. In general, in cycle 2, the stages in teaching speaking followed the same procedures, except that there were some

recommendations followed after the collaborator sat in to give comments.

Apparently, the effects of following up some recommendations worked well, and students' performance was better in cycle 2. Weak students felt that they were motivated to participate and contribute in their groups through TPS. All members in groups appreciated weak students to give ideas despite their grammatical errors. The weak students would struggle to produce their language. However, when it was obvious that the weak students were not able to say anything due to lack of vocabulary or unable to construct a sentence, other students assisted them until the weak students were able to speak more fluently. The weak students thought that they would be able to speak English better by giving them time to produce the target language by themselves, and by being assisted by other members when they needed them.

The weak students also felt glad because they were not interrupted anymore. Instead they got proper assistance from others to keep conversations in groups going. All students in the classroom respectd and motivated each other. It showed that TPS was well implemented because they knew other students' problems and cared about them by giving assisstance appropriately. In cycle 2, the teacher instructed that everybody was not allowed to bring a text while performing RP, or their scores would be deducted. The teacher appreciated their students peforming RP without a text or script although they made a lot of mistakes and forgot some parts of their lines.

During preparation, students not only had to practice their own lines but also paid attentions to other students' lines in RP. Helping each other by giving corrections or helping with vocabulary needed could be implemented throughout classroom activities as long as they were done wisely and proportionally. Furthermore, by paying attention to other students' lines, the other members were able to give corrections when necessary or help with something to say when the pauses from the weak students were too long. It was an indication that they understood the cooperative learning strategy through TPS, which could also be implemented in RP as combined teaching techniques.

Another reason why students performed better in cycle 2 than in cycle 1 was because while practicing the conversation in RP, they were encouraged to make improvisation to the language. In other words, it was not a problem if something the students said was not exactly the same as the sentences written in the text or script. However, they had to follow the

situation in RP, so that the story they created was according to the situation in RP.

In addition, all the students had to pay attention to another group performing RP. Apparently, routine activities in RP contributed to students' better cooperative learning strategy. As a consequence, all of them were eager to prepare their comments. Since all groups respected each other, all students performed their RP well. All groups were able to focus on their RP, because other students were listening attentively, and were ready to give comments as soon as all students performed RP. It was a token of attention and respect when students were willing to give comments and constructive criticism to others. It made everybody try to do their best because the RP was regarded as valuable activities as it became the center of attention in the classroom.

When the RP was finished students could give comments about what made one performance in RP was different from another. On the other hand, the teacher needed to make sure thatall students understood the messages carried in RP. He also asked students to explain why the RP with a particular situation was relevant to their real real life or not. Although cycle 2 showed significant progress, the collaborator noticed that more improvement was needed during the implementation of the technique. It was found that a few weak students were memorizing their lines while practicing RP although they were not bringing their text when they performed RP at the front of the classroom. Their fluency while performing RP should not have been the results of memorization. They should have been pushed to explore the language by themselves without depending on the text.

Despite of the fact that it was true that a script was written to prepare RP, the script was intended to make students familiar with the story based on the given situations in RP. Therefore, they had better try to practice many times, and did it over and over again when they made losts of errors or pauses during preparation. It was unfair if students could perform RP well, but during preparation few week students memorized their script instensively instead of spending more time practicing the conversations in RP without text. Teacher should have motivated weak students to improve their fluency and accuracy by practicing more frequently than by letting them memorize the lines. Even only for two or three weak students, memorizing could not be tolerated because their fluency and accuracy were too artificial.

In cycle 3, as usual, the speaking class began with warming up followed by 10 minutes TPS. All of the students in the classroom felt glad because as they had always begun each meeting with TPS, their cooperative learning strategy had helped them prepare their RP properly. They were enthusiastic and confident, so that the whole classroom activities ran smoothly. In cycle 3, they not only applied TPS properly, but also developed their friendship. They looked so relaxed because everybody supported each other. There were neither dominant students, nor shy students. This helped to prepare RP, so that they managed to perfom better than before. They realized that communicative strategy contributed to better communicative learning strategy. Each student participated and contributed to the success of speaking 3 class. As all of them worked together to keep speaking practices going, they improved their speaking skills in all five aspects. As a result, they developed both of their fluency and accuracy. Furthermore, they not only managed to optimize their speaking skill through RP, but also enjoyed the learning environment developed through TPS.

# 5 CONCLUSIONS

The combined techniques TPS and RP were proven to be effective in improving students' speaking skill at STIBA IEC Jakarta. Tenminutes TPS before RP was intended to make students interact by using the target language, so that they got enough information and language exposure related to the topic in RP. The influence of applying TPS is quite positive as students not only understand how to practice speaking communicatively, but also know how to work well by implementing cooperative learning strategy throughout classroom activities.

During TPS, they were trained with cooperative strategy. Each individu in group has to be responsible to contribute their ideas and to solve problems. In positive inter-dependence, students do not just wait for other students' answers, but everybody must put a lot of effort by thinking individually to solve a problem before consulting in pairs and in groups. It gives opportunity to everybody to contribute optimally in pairs and in groups if everybody has enough time to struggle finding answers by themselves first. It allows them to be more well-equipped with information from a topic or ideas about solving a problem. Their ideas will be much more developed as they discuss in pairs and groups, and then share them to the whole

class. As the provision of each topic in TPS is intentionally always the same with the topic in RP, results of discussions during TPS seem to make them more prepared to practice RP.

Because TPS is a technique that encourages students to apply cooperative learning strategy, students get accustomed to caring and helping each other. They support and motivate each other because they know if everybody feels comfortable with their learning, they will be able to achieve their goal together. Nobody is allowed to be dominant. Weak students are motivated by other students to participate in conversation.

This especially brings positive results when it comes to performing RP. It would not be as effective as we expect if students are applying communicative learning strategies, but they do not care about weak students. Weak students should have equal opportunity to speak English despite having a lot of grammatical errors. RP might run smoothly by giving a lot of portion for smart students to speak and by giving weak students little portion. There could be few pauses and errors during RP, but it is unfair for weak students as the smart students dominate all the conversations in RP.

In contrast, understanding other students' problems and caring about them by giving assisstance appropriately is actually the main responsibility of all the students themselves. The role of a teacher is to facilitate and motivate students during the learning process. Ideally, TPS and RP are combined techniques that make students become the center of classroom activities. By doing so, teacher's intervention is limited. It is also important to note that students are able to perform their RP well because they manage to practice intensively through group work, not through memorizing lines of conversations in RP.

To sum up, as they work successfully applying TPS and RP, students will be able to increase their speaking scores steadily, and they will feel happy because no body will feel embarrassed of making mistakes since everybody cares for each other. Gradually, their friendship will become stronger. Students will feel glad not only because they can improve their speaking skill through RP, but also they can create learning environment that is comfortable for them as the result of understanding the principles of communicative learning strategy from TPS.

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