THINK-PAIR-SHARE FOR EMERGING IDEAS AND PEER ASSESSMENT AS A WAY TO TRAIN THE UNDERGRADUATE STUDENTS TO BECOME BETTER ASSESSORS IN LANGUAGE TEACHING

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Abstract

Think-Pair-Share is a cooperative learning strategy that can promote and support higher level thinking. The teacher asks students to think about a specific topic, pair with another student to discuss their own thinking, and then share their ideas with the group in the form of speaking. Teachers who have role as assessor for students speaking performance should pay attention about the aspects of speaking that will be assessed. They can give suggestion after students' performance done or give comments about the way how students express their ideas in the form of speaking. However, regarding to the critical thinking, students should give comments, suggestions, or even asking questions for those who present their ideas. There are some ways to do the things in classroom. One of them is peer assessing which focus on the students' autonomy. Peer assessment is one of some ways where students can score their friends performance in speaking without subjectivity, give comments and suggestions, and criticize their friends' ideas about the topic that they explain. This conceptual paper will explain to readers about the way how to apply peer assessment in speaking class and show the benefits and weaknesses of peer assessment related to the theory of language assessment.

Key words: Speaking, Think Pair Share, Language Assessment, and Peer Assessment

A. INTRODUCTION

In college areas, especially in undergraduate program of English Language Teaching, students are delivered some courses related to the skills in English separately such as Writing, Speaking, Reading, and Listening. Moreover, each of the skills has different level such as Writing 1, Writing 2, and Writing 3 for writing skill. In speaking, they also have to finish or pass Speaking 1, Speaking 2, and Speaking 3. Every colleges has different curriculum in delivering courses. It means that after they have passed Speaking 3, for example, they have to continue to Public Speaking course or after passing Writing 3, they are welcomed to enter paper or undergraduate thesis writing course to make them more comprehend about writing undergraduate thesis later. In addition, in order to master all the stages, students should pass those courses with the minimum score for each is D. So, in order to get Speaking 2, students should pass the Speaking 1 with the minimum score is D.

Speaking is one of productive skill that has to be acquired besides the other skills; listening, writing, and reading. Speaking which is popular with the term 'oral

communication' or kind of receptive skill, is an activity involving two or more people in which listeners and speakers interact each other at the same time. In order to be able to communicate meaningfully, speakers need to know the knowledge of communicative competence consisting of grammatical, discourse, strategic, and sociolinguistic competence. It supported by Davies & Pearse (1998) who said that in English Language Teaching, students have to have the ability to use that language effectively and accurately in communication.

Not all of students, however, master the spoken language even though they have learnt English for many years. Some of teachers must got experience where their students in the situation of unwillingness to speak. For example, students understand how they use English in their conversation but the accuracy and fluently make them get lack of motivation to continue to learn English. Some of them argue that the ideas that they want to express must be considered to the grammar. If they speak and their grammar is wrong, they will be laughed by the others who listen to them. They sometimes feel anxiety easily when they try to speak in front of the class and they are often inhibited because of worrying in making mistakes, fearful of criticism, or losing face (Littlewood, 2007 in Tuan & Mai, 2015).

They need external factors that can help them to increase their motivation in speaking. The external factors can be friends, lecturers, and their parents. Those actors are included in extrinsic motivation. As Tuan (2012: 431) that extrinsic motivation can be raised when students do something and the thing that they do is because of source which can foster them to succeed. Lecturers should give an interesting strategy to make their students are motivated in speaking. They can apply the cooperative or collaborative learning strategies in speaking class.

Think-Pair-Share is a cooperative learning strategy that can promote and support higher level thinking. The teacher asks students to think about a specific topic, pair with another student to discuss their own thinking, and then share their ideas with the group. This conceptual explained in this paper will tell the readers about the use of Think-Pair-Share for emerging students ideas in speaking.

Another case is related to the assessment that teachers always use to measure students performance in speaking. Teachers use assessment for speaking to collect the information about their students' oral-language achievement. Briendley (1989) said that assessment is a part of evaluation that is concerned with what the students does. The problem in assessment is that it is not easy to assess all students' performance in classroom. Physical condition can affect teachers' objectivity in assessing speaking. Tiredness makes them stands on the subjectivity. So, it is the time for teachers to share their problems by giving them scoring rubric for assessing speaking as a way of decreasing their problems as educators and assessors.

College students especially in English Education program are students who are planned to be the heirs of what English teachers done before. They have to create something new related to the way how methods, approaches, or techniques that they think are good for future English education. Peer assessment is the way how to train college students to be better assessors. They are trained to see how their peers express their ideas in speaking performance. Teachers should share their experiences to their students in

assessing speaking so that students understand how to assess speaking performance. Teaching is not only transferring knowledge but also sharing experience (Wilson & Peterson, 2006).

In this conceptual paper, the writer tries to share about how to push students' ideas in speaking by applying Think-Pair-Share. Besides, peer assessment will be combined with the technique. To sum up, the writer first focus on the way how to applied the Think-Pair Share techniques and later suggest peer assessment to be done by students in speaking class.

B. Literature Review

1. Teaching Speaking

Teachers should give students the ability to speak to make their communicative competence becomes better. Celce-Murcia (2007) proposed model communicative competence which is synthesized and elaborated from the previous model of Celce-Murcia, Dornyei, and Thurrel (1995). First, discourse competence is concerned with the cohesion and coherent of utterances/sentences. Second, strategic competence is concerned with a set of strategies devised for effective communication, and put into use when communication breaks down (grammatical and sociolinguistics strategies, Third, socio-cultural competence that consists of the knowledge of appropriateness of language use with reference to the social and the cultural context and also the knowledge of the variety of language. Fourth, interactional competence that is concerned with the actional competence used to perform common speech acts, conversational competence consists of skills like opening and closing conversation, changing in conversation, etc, and non-verbal/paralinguistics competence includes the kinesics behavior, proxemics, haptic behavior and non-linguistics utterances with interactional import. Fifth, Linguistics competence consists of phonological, lexical, morphological, and syntactic as the four types of knowledge. Sixth, formulaic competence refers to "those fixed and pre-fabricated chunks of language that speakers use heavily in everyday interaction" (Celce-Murcia, 2007).

The communicative competence model above should be given to students while teachers are teaching language especially in speaking skill. The knowledge of communicative competence can help them know how, what, whom, and when to use the language in spoken form. Language that we use to communicate and we communicate it in oral medium called speaking. English language becomes world global language because it is as a second language (ESL) or Foreign Language (EFL) and use in oral communication around the world. Teaching speaking focus on the process of improving the students' oral production becomes fluently and accurately in speaking English. According to Davies and Pearse (1998), the main goal of teaching speaking English is to make students understand the way how to use that language effectively, accurately, and fluently in communication. The reason why they should be taught English fluently is because they live at a time where the language becomes a must and become important for those who want to advance in a certain fields of human endeavor (Sibai, 2004 in Hosni, 2014).

2. Think-Pair-Share Technique

Teaching can be said as a process of transferring knowledge between teachers and students. In language teaching, especially in teaching speaking, teachers transfer the knowledge of how, where, when, and to whom the language used. Teaching is not only transferring but also as shared work. Teaching is a shared work between students and teachers. However, teachers still have responsibility to make sure that their students learn about the language. Kind of shared work in classroom can be cooperative learning. Cooperative learning can be said as the activity in which students learn from their peers, share arguments, and make connection to each other. It can be defined as an active learning strategy that aims to increase students' speaking achievement through a good social relationship with one another in classroom because it is focused on the interpersonal interaction in which students with their partners or groups to find solutions from problems given by teachers (Isnaini, 2012).

There are some beneficial effects of cooperative learning if teachers conduct it into the classroom. Think pair shared is a kind of cooperative learning in which students are demanded to discuss with their pairs. Besides, McTighe and Lyman (1988) also added that teachers who conduct think-pair-share in the classroom make their student have more time to think with their pairs after they have been delivered questions. So that, think-pair-share can improve the quality students responses in speaking because pairs can think and share about issues arisen by teachers.

In 1978, Lyman proposed a kind of cooperative learning named Think-pair-Share which is defined as "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" (McTighe & Lyman, 1988). Besides, Howe (1992) also said that think-pair-share as a "high intensity talk arena" because the responsibility of holding arguments is placed on the pair discussion. Furthermore, Carss (2007) claimed that this technique can push less confident students to participate and have opportunity to discuss and rehearse their ideas before reporting to the class.

There are some steps in conducting think-pair-share technique in classroom. First, the teacher poses a question or an issue associated with the lesson and asks students to spend a minute *thinking* alone and forming ideas of their own about the answer or the issue. Students need to be taught that talking is not part of thinking time. Second Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others. Interaction during this period can be sharing answer if a question has been posed or sharing ideas if a specific issue was identified. Usually, teachers allow no more than four or five minutes for pairing. Third, the final step is sharing where the teachers ask the pairs to share what they have been talking about with the whole class. Sometimes students are more comfortable to present ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.

3. Peer Assessment

Today, assessment in speaking done by teachers through speech performance, role play, face to face interview with their students, etc. Sinwongsuwat (2012) argued that the

most popular choice of assessing students speaking is direct performance-based assessment tasks such as face-to-face interview and role-play. However, students sometimes think that how teachers give score for their speaking performance. They, sometimes, cannot accept that their results are different from others although they claim that they have the same ability in speaking. They often make assumption that teachers evaluate their speaking may not always be true and tends to have the potential bias in teachers' assessment (Orsmond & Merry, 1996; Falchikov & Goldfinch, 2000). In order to solve the problems, it is better for teachers to triangulate their assessment from difference sources for example conducting peer assessment in speaking class.

Peer assessment especially for college students can give the significant impact to their attitudes and critical thinking. It develops students understanding of their judgment better and it can make the passive students become active students because they have responsibility in understanding the topics and skills deeper. It is a kind of alternative assessment arranged for peers to make the students' score more valid and allows student to take the responsibility for their own learning and achievement (Heywood, 2000; Popham, 2005).

There are some advantages that students get from peer assessment. They can encourage their responsibility and can reflect on their contribution in their group work. In other words, they are involved in critical reflection. Besides, it encourages the peers to provide the feedback in the form of arguments, suggestion, and critics. Brown (1998) claimed that by using peer assessment, students can motivate their peers by giving them the opportunity to evaluate their friends and reduce the teachers' responsibility in assessing especially speaking assessment. Moreover, in speaking, students can increase their attention on their peers' progression such as looking at their peers' pronunciations, body gestures, and eye contact. In other word, they can be forced to be more concentrate on the skill during the speaking performance.

C. Procedures of Think-Pair-Share and Peer Assessment in Speaking Class.

Before conducting Think-Pair-Share technique teachers should pay attention about the topic given. The topic should be familiar so that students are able to express their ideas and arguments based on the knowledge that they have. Teachers can use genre- based approach in speaking class. Badger and White (2000) proposed the four steps of genre based approach: Building Knowledge of Field, Modeling of Text, Joint-Negotiation of Text, and Independent Construction of Text. However, the stage of independent Construction of Text cannot be hold in this teaching procedure because the use of Think-Pair-Share is as a cooperative learning that later showing group performance not individual. The procedures can be summarized below.

1. **Building Knowledge of the Field**

   a. Teacher activates students' background knowledge to lead them to discuss about children.
   b. Teacher shows the video which is related to the topic that are going to be discussed (Appendix 1)

c. Teacher shares experiences and issues with students regarding to the topic "children." Each of students has to *think* about something related to the topic "children."

2. Modeling of Text

a. Another video given to students about the speech that is concerned with the topic "Children."
b. Questions are allowed in this step. Students can ask some questions about how to do speech performance in class.
c. Teacher shows the video of speech again to ensure students understanding in making another speech.

3. Joint Construction of the Text

a. Teacher divides students into several groups. Each of group consists of two students.
b. All students are asked to stand in front of the class with their *pairs* while teacher is putting several pictures which are prepared before and put them on the table at the back in the corner of the class. (Appendix3)
c. Lecturer gives some instructions to the students before they start. The instructions are:
   1) Each pairs has to take only one picture on the table
   2) After taking the picture, Students are asked to sit together with their pairs and think about something related to the picture.
   3) In each groups, both of them have to share their ideas. If there is something new, they have to discuss together.
   4) Taking notes are allowed while they are discussing.
d. While they are discussing, teacher should monitor them
e. After discussing, each pairs is asked to perform in front of the class about what they have discussed.
f. Each group is given letters of scoring rubric to assess their peers' performance and they can give arguments and suggestions orally or write them in the letters. (Appendix 4)
g. Each group has been given only 5 minutes to present their discussion. While the pairs present about their ideas, others have to listen correctly
h. After the pairs have finished, lecturer gives time to the others to share their opinion regarding the pairs' ideas.

D. Conclusion and Suggestions

School is the institution for building students characters, enrich their knowledge in social or science, and improve their language becomes good language to communicate in public situation. Regarding to the use of English for communication and linking everyone in the world, it becomes the important subject in every school. However, there are some obstacles that students find in learning English especially in speaking class such as making mistakes, fearful of criticism, or losing face. Those make them anxiety and lack of

motivation to build their confidence in producing the language orally. Think-pair-share, a technique that has been introduced to teachers to be implemented in their class, is hoped to reduce the problems. It helps students to build their background knowledge, gives time to think about topics, encourage them to participate in small-group interactions, and build their confidence in speaking.

As stated in the subchapters above, one of some meanings of teaching English is a shared work. The activity in the class can be as sharing activity between teachers and students. Besides, the sharing activity between students and their peers can be done by conducting Think-Pair-Share technique. So, students can share their ideas, opinion, thought, feelings, and arguments and their peers can give the judgments, solution, and suggestions after evaluating their peers' speaking performance by doing peer assessment. To sum up, peer assessment is suitable for college students under supervision of educational program to know how to assess and evaluate the speaking performance.

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