



The Developing of Mattayomsuksa 1 Students' English Speaking Skills, Using Cooperative Learning Strategy Based on a Team-Pair-Solo Technique Banhaedsuksa School

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Abstract

This independent study was a quasi-experimental research ; the purpose of the research was to study the development of Mattayomsuksa 1 students' English speaking skill using cooperative learning strategy based on a team-pair-solo technique : at Banhaedsuksa School, Banhaed District, Khon Kaen Province. The sample selected by purposive sampling group were 36 Mattayomsuksa 1 students. The instruments used in this independent study consisted of 4 three-hour lesson plans, and an English speaking skill test. The content validity ranged between 0.80-1.00 ; the reliability of total issue was = 0.77 ; the index of item objective congruence, (IOC). The statistic used for data analysis included frequency, percentage, mean, standard deviation and the t-test (Dependent Sample).

The findings were as follows:

1. The students' overall English speaking ability was at a 0.05 level significantly higher after learning with the use of the cooperative learning strategy based on the team-pair-solo technique.
2. The comparison of the students' overall English speaking skill test was at a 0.05 level significantly higher after learning with the strategy based on the team-pair-solo technique. The students' development of English speaking skill was clearly higher.
3. The comparison on the students' overall English speaking ability test before and after learning with the use of the cooperative learning strategy based on the team-pair-solo technique, was at statistically significant different of .05 level level. The students' development of English speaking skill was at the "higher" level.
4. The students' overall satisfaction with the development of English speaking skill with the use of the cooperative learning strategy based on the team- pair-solo technique, was at the "highest" level.

Keywords: The development of English speaking skill, cooperative learning strategy, Team-Pair-Solo Technique

Introduction

At present, the world is rapidly developing due to technology used all over the world to connect information altogether. The global social change in the 21st century affects all social ways of life, so teachers now need to be active and prepare students' skills for living in the 21st century, the changing from the 20th century and the 19th century. The most important skill of the 21st century is the learning skill that affects students by changing the 21st century students' knowledge,

ability and essential learning skills. The results of data analysis testing from the Office of National Education Standards in 2012, tested by National Education Institution, found that the students' average in English subject was the lowest in all subjects. Although, currently, even Thais have varieties of clues and opportunities for learning the English language, Thais urgently need to develop their English speaking skill so as to be able to communicate in English with people from other countries.

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According to researchers carried out both in the country and abroad, using cooperative learning strategy based on the team-pair-solo technique affect students' team work process and helped them practice English speaking skill. Each student will learn and understand context with the team work process together. (Tsai, 1998; Underhill, 2000). The researchers believed that cooperative learning, tool, teaching methods that focus on activities, interaction between talented learner's various knowledge the differences among the students can help each other to solve problems. From the reasons mentioned above, the cooperative learning strategy that focuses on a team-pair-solo technique could really develop Mattayomsuksa 1 students' English speaking skill. According to the result of this independent study they will be able to use it as a guide for teaching and further developing students' English speaking skill.

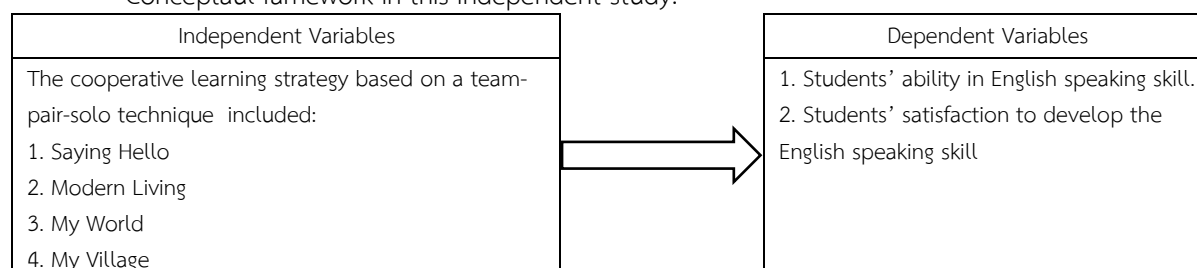
Purposes of the Study:

The purposes of this independent study were:

1. To study the development of the students' English speaking skill, using the cooperative learning strategy based on a team-pair-solo technique for developing the Mattayomsuksa 1 students of Banhaedsuksa School, Banhaed District, Khon Kaen Province.
2. To compare the results of using the cooperative learning strategy based on the team- pair-solo technique, before and after learning, for developing Mattayomsuksa 1 students' English speaking skill at Banhaedsuksa School, Banhaed District, Khon Kaen Province.

Conceptual Framework:

Conceptual framework in this independent study:



The Hypotheses of the Study:

1. The students' overall English speaking skill was higher after using the cooperative learning strategy based on a team-pair-solo technique.
2. The students' overall satisfaction was at a higher level after using the cooperative learning strategy based on a team-pair-solo technique.

The Scope of This Independent Study:

This independent study was mainly to develop Mattayomsuksa 1 students' English speaking skill with the use of cooperative learning strategy based on a team-pair-solo technique: a case study at Banhaedsuksa School.

The Concept and Theory:

The cooperative learning strategy contains a variety of techniques for working in team work. Some techniques are used for teaching speaking, for example, method for roundtable teaching, think pair, share and team-pair-solo methods etc. In addition, some students and experts in English language teaching give the meaning of teaching by using a team-pair-solo technique. It is a useful method to be applied to learning and foreign language teaching; each step will have a role to help the students' find success in learning, and develop students' skills, of which language and social skills. Therefore, the use of the cooperative learning strategy based on the team-pair-solo technique can be applied in speaking teaching, because it can help students solve problems through the learning process and interaction among students' in team work, and can efficiently develop speaking skill and social skills.



The Independent Study Methods

The methods of this independent study were as follows:

1. The Population:

The target group of this independent study was Mattayomsuksa 1 students taking an E 21101 basic English subject during the first semester of the academic year 2017 at Banhaedsuksa School, Banhaed District, Khon Kaen Province, the Secondary Educational Service Area Office 25. The total number of classes was 3 classes, consisting of 110 students.

2. The Sample Group:

The sample group of this independent study was:

1) The sample group was 36 Mattayomsuksa 1 students selected by using the purposive sampling technique the first semester of the academic year 2018.

2) Independent Study Variables

The variables of this independent study were:

3) The independent variable was cooperative learning strategy based on a team-pair-solo technique.

4) The dependent variable was the development of Mattayomsuksa 1 students' English speaking skill, Banhaedsuksa School, Banhaed District, Khon Kaen Province.

3. The Independent Study Tools:

The instruments in this independent study were basic English lesson plans with the use of cooperative learning strategy based on a team-pair-solo technique, consisting of Unit 1: Saying Hello, Unit 2 : Modern Living, Unit 3: My World, and Unit 4: My Village, each lesson plan lasted three hours: The total number was 12 lesson plans, English speaking skills test, and rating criteria to assess speaking skill.

4. Data Collecting:

The researcher collected data as followed :

1) Test students' English speaking skill before studying by using multiple choice test.

2) Plan and manage lesson by using cooperative learning strategy that focused on a team-pair-solo technique.

3) Evaluate the students' learning after finishing all of 4 lesson plans by having students take the English speaking skill test after studying.

4) After the post study test, students' English speaking skills were used to check students satisfaction form using the cooperative learning strategy based on team-pair-solo technique in order to know students' satisfaction in developing English speaking skill.

5. Data Analysis:

The data analysis in this independent study consisted of quantitative data and Qualitative data. Quantitative data were collected through English speaking skill test, English speaking skill assessment, and students' satisfaction assessment form, as shown below :

1. Compare students' English speaking skills test, by using the frequency, percentage, mean, standard deviation, and t-test (Dependent Sample)

2. Assess students' English speaking skill while learning using the cooperative learning strategy based on a team-pair-solo technique.

3. Analyze quantitative data by using teaching observation and interview.



Results

1. The students' **overall English speaking ability was at a 0.05 level, significantly higher** after using of cooperative learning strategy based on a team-pair-solo technique. The students' overall English speaking ability before learning was at the lower level (\bar{X} = 9.70, S.D.=4.16). The students' average English speaking ability after learning was at the "good" level (\bar{X} = 31.03,

S.D.=2.94). The result of the comparison of students' overall English speaking skills after using cooperative learning strategy based on a team-pair-solo technique was at a 0.05 level significantly higher than before using cooperative learning strategy based on a team-pair-solo technique. The students' developing in English speaking skill was clearly higher, as shown in the comparison of students' average score schedule below:

English speaking ability	No. of students (N)	Score (40)	Average (\bar{X})	Standard Deviation (S.D.)	t-test
Pre-test	36	350	9.70	4.16	.196
Post-test	36	1,118	31.03	2.94	

(p>0.05)

2. The comparison of the students' overall English speaking ability before and after learning the use of cooperative learning strategy based on a team-pair-solo technique, was at a "good" level (\bar{X} = 18.03, S.D.=1.71) showing that

using cooperative learning strategy based on a team-pair-solo technique can develop the students' English speaking skill clearly higher. Pre-test and post-post of students' English speaking ability were compared, by using t-test for the sample group, as shown in the schedule below :

English speaking ability	Pre-test (n=40)		Post-test (n=40)		ΣD	\bar{D}	S_D	t	P
	\bar{X}	S.D.	\bar{X}	S.D.					
	9.70	2.94	31.03	4.16					

*P<.05

The result of students' English speaking ability after using cooperative learning strategy based on a team-pair-solo technique. The students clearly develop English speaking skill. (D= 21.33, S_D =4.52).

3. The result of Mattayomsuksa 1 students' overall satisfaction with the developing English speaking skill, using cooperative learning strategy based on a team-pair-solo technique, was at the "highest" level (\bar{X} = 4.67, S.D.=0.79).

Discussion:

The independent study found that the cooperative learning strategy based on a team-pair-solo technique was the efficient method. The motivation for solving problems and developing English speaking skill was higher. According to Yeni (2009), using cooperative learning strategy based on a team-pair-solo technique with the students' debate in Holey Secondary school, the students develop their English speaking skill by talking



and giving opinions and feelings fluently. Teachers should encourage students' confidence, enthusiasm and happiness in their study. Istiadah. (2016). presented boosting Students' reading comprehension through team pair solo. It is found that Team Pair Solo strategy significantly improved students' reading comprehension achievements. The reading comprehension tests conducted in all cycles obtained better improvements. The students were active, interested and enthusiastic in reading. Palupi, A, U. (2016). presents the effectiveness of Team Pair Solo (TPS) technique on speaking performance score of the eighth graders of SMP Negeri 1 Palangka Raya. It is Found that there was significant effect of Team Pair Solo (PTS) technique on speaking performance score of the eighth graders of SMP Negeri 1 Palangka Raya. Wahyee Wibisono (2017). presented using cooperative learning (Team Pair Solo) to improve students' reading comprehension. It is found that using cooperative learning (Team Pair Solo), students motivation and self-esteem increased since the cooperative learning (Team Pair Solo) could accommodate Students to be well prepared to the reading passage by discussing in team, pair with other students, and finally they have great self-esteem to stand by their self in reading class. Endah Woro Hapsari, Sudarsono, Eusabinus Bunau. (2017). Presented Team-Pair-Solo technique to teach reading comprehension of expository text. It is found that the use of Team-Pair-Solo technique is a good technique to teach reading comprehension of explanatory text for senior high school students to Year-X students of SMA Negeri 8Pontianak in Academic Year 2014/2015. Team-Pair-Solo technique can help students to get more information of a text by share their understanding to their group members.

Melize Aprela Yati, Hermawati Syarif, Zul Amri (2018). presented the effect of Team Pair Solo Technique on Students' Reading Comprehension of Narrative Text at Grade IX of SMPn 14 Pekanbaru. It is found that Team Pair Solo Technique produces better reading comprehension of narrative text

compared to lecture technique at grade IX Students of SMPN 14 Pekanbaru. Using Team Pair Solo Tech. Pale Mon. (2019). The paper presented the alleviation of students' foreign language speaking anxiety (FLSA) by using cooperative learning in English Foreign Language classrooms. It is found that the using strategy not only can be beneficial to help to reduce the students' self confidence, bring their increase the students' self confidence, bring their enthusiasm, initiative, imagination and creativity. For Sinchai, T. (2016), the result of developing Mattayomsuksa 1 English speaking skill, using cooperative learning strategy based on a team-pair-solo technique, was that the students' success in developing English speaking skill was the efficient method through a team-pair-solo technique.

According to the study mentioned, students' English speaking, reading and writing skills, students' confidence, interaction among team work, problem - solving skill and English speaking skill, were higher after using cooperative learning strategy based on a team-pair-solo technique.

In conclusion, that using cooperative learning strategy based on a team-pair-solo technique from the documents and related researches, was valued by academicians and researchers for applying and developing English speaking skill. So the researcher was interested in developing Mattayomsuksa 1 students' English speaking skill, using cooperative learning strategy based on a team-pair-solo technique Mattayomsuksa 1 students' English speaking skill: a case study of Banhaedsuksa School, Banhaed District, Khon Kaen Province, the Secondary Educational Service Area Office 25.

The students' average English speaking ability was, at a 0.05 level significantly higher after using cooperative learning strategy based on a team-pair-solo technique.

Mattayomsuksa 1 students' overall satisfaction using cooperative learning strategy based on a team-pair-solo technique, was at the "highest" level, using cooperative learning strategy



based on a team-pair-solo technique clearly helped develop students' English speaking skill.

Recommendations

1. Teachers should control students' behavior such as noise making, make sure everything student contributes in paired work or group work. Furthermore teachers should encourage all students especially shy/slow students to be involved in classroom activities since some students lack the confidence to do work alone.

2. Cooperative learning strategy based on a team-pair-solo technique should be used to teach other skills like listening, reading and writing skill.

3. Students should be encouraged to practice speaking English both in school and outside of school.

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