THE IMPLEMENTATION OF THINK PAIR SHARE BY USING HAND PUPPET MEDIA TO IMPROVE THE STUDENT'S SPEAKING SKILL

SKRIPSI

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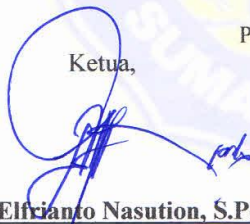Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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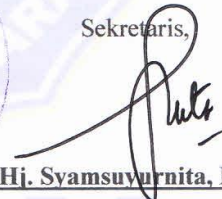
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ABSTRACT

Anggrek Karini, 1502050257. "The Implementation of Think Pair Share by Using Hand Puppet Media to Improve the Student's Speaking Skill", Skripsi. English Department of Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2019.

The study was aimed to find out there are any improvement in teaching speaking by using Think Pair Share Learning by using hand puppet media. This study conducted by using classroom action research. It was done through planning, action, observation, and reflection. The location of research was SMP SWASTA PGRI 3 Medan on Gang. Sekolah, Terjun, Kecamatan. Medan Marelan, Kota Medan, Sumatera Utara. To get the sample, the researcher took one class. It was VIII-6. This research applied quantitative and qualitative data. Quantitative data were taken from students' test. Qualitative data were taken from the observation sheets. Based on the speaking test scores, in this case the researcher was conducted speaking asking and giving opinion, the students' score the teacher have been improved. The improvement can be seen in Pre-Test (before teaching) the mean score was 45.89. The first cycle was done and the mean score was 70.25. In the second cycle and the students' mean score 91.05. The improvement also can be seen from the number of master students in speaking skill, in Pre-Test 10.25% students got point more than 75, in the first cycle test 48.71% students who got pint more 75 and the second cycle 100% students got point more than 75. It means that teaching speaking through Think Pair Share learning can improve students speaking skill and made students feel enjoy, have fun, and interested in learning reading.

Keyword : Think Pair Share , Speaking, Asking and Giving Opinion

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Assalammu'alaikum Warahmatullahi Wabarakatuh

Firstly in the name of Allah SWT the most beneficent, the most merciful and all the praise to Allah SWT which already gave us healthy and mercy, so that the researcher was able to finish this study. The second shalawat and salam to our prophet Rasullullah Shallallahu 'alaihi wasallam which has brought us from the darkness until the brightness era. The third, the researcher would like to thanks her beloved parents, Amri and Salmida for their love, prayer and great support both in material and moral before, during and after her study.

The aim of doing this research was to fulfill the requirements for the degree of the Sarjana Pendidikan. In completing this study entitle "The Implementation of Think Pair Share Learning by Using Hand Puppet Media to Improve The Student's Speaking Skill ", the researcher faced so many difficulties and problem but those did not stop the efforts to make a better one. And it was seemed impossible to be done without helps from the others.

The researcher is sure that this thesis would not be completed without the help, supports and suggestion from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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Finally the researcher hopes that her research will be used full for the readers, especially the student of English Education Program and other researcher. May Allah always be with us.

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Anggrek Karini

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Speaking is one of the most important skills in language learning beside listening, writing and reading. It is hard to have a good relationship with others without any communication. In order to have a good communication understanding, speaking is needed. Speaking plays an important role in human life to communicate. Without communication, there is no any role relationship is built. In teaching English as a foreign language most students cannot speak English well, even though they have learned it in elementary school. Speaking is not easy like what people think. Many people like to speak but when they are asked to speak in English, most of them cannot speak up. The students cannot speak English fluently; therefore, they were passive in the class. Even though the students were in group, they just kept silent. The teacher always asked the best students in their group to speak up. The students' ability in expressing their ideas is still relatively poor.

However, some problems arise in teaching language skills (listening, reading, speaking and writing), especially problems in teaching and learning to speak because of the findings of researchers in the classroom. In learning to speak especially in asking and giving opinions, students have many difficulties in finding vocabulary in English. It is known that the purpose of asking and giving

opinion is to express asking and giving opinions about things in English. This is very difficult because it involves grammar, vocabulary and generic structures.

In the third year of the on-going process of the application of the curriculum, there are some problems in the classroom activities and instructional realities. Pangaribuan (2007) states that what our ELT classroom teacher admits is that among the 30 students in our grade 8 in general, only two or three students communicate a very simple conversation or use simple speech acts in their semester end.

Whereas, National Education Department formulated that there are four language skills that should be mastered by students for each grade in every level of school namely, listening, speaking, reading and writing.

In accordance with the situation above, the observers applied think pair share learning to help the students improve their speaking. It was applied to accomplish the problem in producing expressing asking and giving opinion and presented learners with a problem to solve. The sense of accomplishment was felt by all who participate had a real impact on self confident. It also met the needs of learners with varying skill levels and learning styles, engaged and motivated bored or indifferent students. Students should be encouraged to be creative, think outside the classroom, use different media, and more than anything truly create a product that can be shared with and thought of as useful or informative for other community members. Therefore, it was assumed that method could be very useful and worked well in the language classroom.

Therefore, the researcher was eager to investigate the significance of Think pair share learning by using hand puppet media in improving students' achievement in speaking expressing asking and giving opinion, and finally found out whether this method was able to improve students' achievement in speaking.

B. The Identification of the Problem

Based on the background above, the problems of this research are identified as follows:

1. Students have some difficulties in understanding English because lack of vocabulary in speaking.

2. The teacher's learning way of teaching is not supported by attractive media.

C. The Objective of the Study

This research aimed to improve the students' speaking skill through Think Pair Share learning. Therefore, this research had the following objective: to find out whether students' achievement in speaking will be improved by applying Think Pair Share learning by using hand puppet media

D. The Scope of the Study

This study was limited to the implementation of Think pair share learning in teaching expressing asking and giving opinion in speaking. Specifically, this

study was concentrated on how to improve the students' ability in speaking expressing asking and giving opinion through Think pair share learning. It was aimed to develop the planning, the implementation, and the evaluation of the teaching of expressing asking and giving opinion speaking. The type of writing in this study was focused on speaking asking and giving opinion. There were some reasons to limit on speaking expressing asking and giving opinion. First, since the subject of the research was students of grade VIII. Second, the learning materials of English lesson covered expressing asking and giving opinion. Third, the researcher was interested in overcoming the problem of speaking expressing asking and giving opinion, because most students achieved low achievement. This research was done in classroom action research and it was conducted at SMP PGRI 3 MEDAN and specifically to grade VIII students.

E. The Formulation of the Problem

Based on the background of the research, the problem of this research namely: Was the students' achievement in speaking improved if it was taught by applying Think Pair Share learning by using hand puppet media?

F. The Significance of the Study

Theoretically, the research can be used to add the knowledge and references, especially in teaching speaking.

Practically, the findings of this research are expected to be useful for :

1. Teachers

The result of this research was expected to be able to enrich the teachers' knowledge in terms of teaching English and to solve the problem of students' difficulties in speaking skills.

2. Students

The research expected to encourage the students mastering in English lesson, the students feel relax and enjoy when they learn English lesson, and solved their problem in learning English, because teacher used the suitable technique in teaching.

3. Other researchers

This research expected to give a new knowledge of the further researcher to do the better research of teaching and learning cases, and solved the students speaking problems and also the teachers that have the similar problem with this researcher.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In the theoretical framework, some of important terms used in this study have to be clear in order to avoid misunderstanding. Therefore, the readers and the writer must have same perception of this study.

1. Teaching speaking

Teaching (Brown 2007:7) is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning. It's mean that teaching speaking is guiding and facilitating learners to speak, enabling learner to learn speaking, and setting the conditions for learning tasks.

Speaking has important part in human life. People use their speaking skill in order to communicate with others. Speaking is one of four language skills that important to be completed. There are many definitions of speaking that have been proposed by experts in language learning. Brown (2001: 267) states that when someone can speak a language it means that he / she can carry on a conversation. In addition, he states that the standard of successful language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with others language speakers.

Moreover, Richards and Renandya (2002: 204) state that effective oral communication needs the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. In addition, nonlinguistic elements such as gestures, expressions, and body language are required in conveying messages directly without any accompanying speech.

Harmer (2001: 46) says that when it happens communicating to each other. It is clear that the people have a chance to communicate, may be to say or express something.

Based on some definitions above, it can be concluded that speaking skill is important in communication. Speaking itself can be said as the skill to use the language to express meanings in order to transfer or to get knowledge and information from other people without neglecting language accuracy.

1.1 Aspect of Speaking Skill

According to Brown (2007:172-173) there are several aspects that indicate students achievement in speaking such as the following :

1. Fluency

Speaker can be said as fluent speaker if he/she can use the language quickly and confidently, with few hesitation or unnatural pause, false stars, word searches, etc (Nunan 2003:55) speaker needs to know were she/he has to pause

and stop his/her speaking in appropriate place. Furthermore, it can be said to speak fluency if a speaker does not produce word per word at a time in his/her speaking. Therefore a good speaker is demanded to be able to produce word in speech into groups of word that from a meaningful unit (phrases or clauses).

2. Grammatical of Range and Accuracy

This refers to how many structures the students have and how well they use them. Grammatical refers to the grammatical mastery in speaking. It is important because the language is a system that should be followed.

3. Pronunciation

At the beginning level, the goal teacher of teaching pronunciation. Furthermore at the advance level pronunciation goals can focus on elements than enhance communication which will cover stress pattern, intonation, voice quality, etc. However, Brown (2001) states that there are some factors within learner that effect pronunciation. They are mentioned as follows:

a. Native language

It is clear enough that native language will become the most influential factors affecting learner's pronunciation. Moreover, the native language in this case the learner's mother tongue usually brings a strong accent in their pronunciation style.

b. Age

The ranges of age can influent the success of the pronunciation mastery. Children under age puberty will have an excellent chance "sounding like native" if they continue living in authentic contexts. Beyond the puberty, while they almost surely know a "foreign accent", attribute of age will have no longer advantage. Therefore, it just a myth about belief that the "younger" the better in the learning language.

c. Exposure

Having exposure in authentic context will encourage the learners to have good pronunciation. It is because living in foreign country where the native language spoken quite often will have to build learners having good pronunciation practice.

d. Innate Phonetic Practice

There are some people that have a phonetic coding ability by using their ear. Therefore, they believe they are easier to learn pronunciation well. However, the teacher has to ensure their students who have naturally difficult in pronunciation that with some effort and concentration they can improve their competence.

e. Identify and language ego

If they want to be a success to achieve a goal of a study, learners need to have positive attitude toward the people who speak the language they want to acquired.

f. Motivation and concern for good pronunciation

Motivation will be a strongest factor that can bring learners to the success of study. If the motivation and concern are high, it will be a good start for the learners to improve their pronunciation.

4. Vocabulary

Vocabulary become a very important part of language learning which can use to determine students can speak fluency or not. They can generate sentences in only by using word so it is impossible to speak fluency without having vocabulary mastery. In fact, some students have only limited vocabulary so they meet some difficulties when they want to speak.

5. Comprehension

This refers to how good the students understand the meaning of something. The word, comprehension refers to the ability to make sense of something or to understand something. It can also be defined as the art of knowledge that is acquired through understanding. When the speaker say something, they must understand about information or massage that they say.

There is no much difference between speaking in the first language and speaking in the second language. Second language speakers also produce speech

through a process of conceptualizing, formulating, and then articulating, during which there is a process of self-monitoring (Thorn burry, 2005: 28). Thorn burry states that the difference is on the language itself. The knowledge of second language speakers is not as extensive and as established as their knowledge of the first language. Second language speakers tend to formulate utterances in the first language and, then, translate it into the second language. He also states that the pressure to be accurate – to avoid making humiliating errors may mean that the self monitoring process is overused and over-prolonged, again with a negative effect in terms of fluency. In order to be understood, second language speakers apply, at least, two strategies in speaking, namely communicative strategy and discourse strategy.

1.2 Students' Achievement

Travers (as cited in Kincheloe & Horn, 2007) states that achievement is the result of what an individual has learned from some educational experiences. Additionally, Smith and Hudgins (1964) say that achievement is to do one's best, to be successful, to accomplish tasks requiring skill and effort and to be recognized by authority. At school learning result is showed in mark or grade in all lessons. So, these marks are symbol of students learning result). It is a result of knowledge assessment, skill and behaviour which is showed by a mark or grade.

Students' achievement is usually seen from three aspects namely: cognitive, psychomotor, and affective aspects. The cognitive processes are the

ways by which a human mind directs its attention, observes significant detail, and relates those details to previous experiences so as to find or create meaning and to incorporate it into comprehensive understandings. Basic mental processes in the information-processing paradigm include attention, perception, abstraction, problem solving, learning, memory, and using language (Lachman & Butterfield, 1979). Psychomotor domain describes the ability to physically manipulate a tool or instrument. Psychomotor objectives usually focus on change and development in behaviour and skills. Then, affective objectives typically target the awareness and growth in attitudes, emotion, and feelings.

In conclusion, students' achievement is target measured by competences of the learner in learning which are shown by score as a sign and score is not a final expectation. Learning result that is found is not only knowledge but also students' behaviour.

2. Think Pair Share Learning (TPS)

Increasing learners' motivation and performance has always been the primary concern of language teachers. Therefore, an approach can get some objectives in teaching learning process in the classroom. Think-Pair-Share (TPS) is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to think individually about a topic or answer to a question; and share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention and engage students in comprehending the material of study.

TPS learning is a cooperative learning model with structural approach. This approach places emphasis on use certain structures designed to influence patterns of student interaction.

TPS learning was originally developed by Frank Lyman and his colleagues at the University of Maryland in 1985, as revealed Arends in Trianto (2011: 126), is an effective way to make variations atmosphere of class discussion patterns. Assuming that all recitations or discussions requires settings to control the class as a whole, and the procedures used in polling stations can give students more time thinking, to respond and help each other. Besides that, interaction within groups, the larger the group, the less intensive the interaction and the more the length of work needed to reach the goal. Therefore, the approach the structural type of Think Pair Share (TPS) was chosen to be applied in this research.

2.1 Think-Pair-Share technique

Involves a three step cooperative structure (Lyman, 1981),

1. The first step of Think-Pair-Share technique is thinking. The teacher gives the students" time to think and answer the problematic question. This step permits the students to develop their own answer.

2. The second step of Think-Pair-Share technique is pairing. After the think time the teacher asks the students to pair and discuss their answer with their partner. This step allows the students to ask another pair to enrich the answer or solution

posted by the teacher before sharing with the whole class.

3. The last step of Think-Pair-Share technique is sharing. The teacher asks the students to present solution and answer individually or cooperatively to the class as a whole class.

2.3 Advantages of Think Pair Share

According to Lyman (1981), Think-Pair-Share technique as one of the cooperative language learning models has some advantages. They are as follows:
1. The Think-Pair-Share technique is quick and does not take much preparation time.

2. The Think-Pair-Share technique makes classroom discussions more productive, as students have already had an opportunity to think about their ideas before sharing with the whole class.

3. Students have opportunity to learn higher-level thinking skills from their peers, and gain self confidence when reporting ideas to the whole class.

4. The „pair" step ensures that no student is left out of the discussion.

5. Students are able to rehearse responses mentally and verbally, and all students have an opportunity to talk.

6. Both students and teacher have increased opportunities to think and become involved in group discussion.

7. The Think-Pair-Share technique is applicable across all grade levels and class sizes.

2.4 Disadvantages of Think Pair Share

The Think-Pair-Share technique also has some disadvantages, they are as follows:

1. Not all students focus on the topic (questions) Diyah dkk : The Effect of Using Think-Pair-Share Technique on The given, because they can share everything with their partner out of the topic (questions) given.

2. There is a possibility that the students who have low understanding about the topic (the questions) given likely cheat to the other pairs

3. Hand Puppet as Medium

A creative teacher usually uses a tool or media to help her in delivering message while teaching. The teacher believes that it is better to use an appropriate media to enrich our imagination which immediately can attract someone especially children. Almost all of us have seen a doll or puppet around us. It is fun, interesting and colourful. As we know, we used to play with doll or puppet when we were child. Doll or puppet is interesting, funny, and colourful. It also enriched our imagination when we played with it. Then, as I cited in Wikipedia, there are some definitions about puppet: (1) Puppet is a small figure of a person operated from above with strings by a puppeteer creature: a person who is

controlled by others and is used to perform unpleasant or dishonest tasks for someone else; (2) it is an inanimate object or representational figure animated or manipulated by a puppeteer. It is usually a depiction of a human character, and is used in puppetry, a play or a presentation that is a very ancient form of theatre. Puppet is a doll with a head of a person or animal and a cloth body, it can be manipulated with the fingers. The definition of puppet based on Oxford Dictionary (1995), "puppet is a small figure of a person or animal that can be made to move," for example by pulling strings attached to its limbs, or by putting one's hand inside it. . Based on the definitions of puppet above, I conclude that puppet is a small figure of object such as animals, person, or fantasy things that is interesting, colourful and can be operated by someone. Children usually love to play it. They usually use their imagination to play it. They also feel good, appear fun and appealing in the eye of the beholder when they see a puppet. Because of puppet can develop imagination and creativity, it has an important role in education. Moreover, puppet has role to increase the students' attention at the lesson. It shape, colour, form can attract the students to study more. Kinds of Puppet There are lots of kinds of puppet that we can see it on television or internet. It is unique, colourful and funny.

As I cited in Wikipedia there are some kinds of puppets:

1. Bunraku puppet – Bunraku puppets are a type of wood-carved puppet originally made to stand out through torch illumination;

2. Finger puppet, it is simple puppet which fits onto a finger, it is used mainly in pre-schools or kindergartens for storytelling with young children. The other kinds of puppet are:

3. Hand or glove puppet – it is controlled by one hand, we can put our hand into it

4. Shadow puppet, shadow puppets can form solid silhouettes, or be decorated with various amounts of cut-out details. Javanese shadow puppets "Wayang Kulit" is the classic example of this. In addition, the other kind of puppet are Black light puppet, Carnival or body puppet, Chinface puppet, Human-arm puppet, Instant Puppet, Marionette or "string puppet", Push-in or Paper puppet, or Toy Theatre, Rod Puppet, Shadow puppet, Animation or digital puppet, etc. In this study I choose hand puppet as the media to teach the students because hand puppet is simple to make and to modify it also can be added by some colourful things and it is interesting for the children. It is easy to move because it is controlled by hand. I would use doll and socks as the puppet.

Using Hand Puppets in Teaching Speaking Based on Wright (1997:48), there are some media that can be used in teaching speaking: Some ways in prompting the speaking skill are a sequence of picture which prompts their memory. Then, a sequence of picture these can be card picture or paper. A sequence of key words, in addition, mime, where students try to speak based on the gesture. Finally, teacher can use figurines or puppet, teacher and students operate the figure of puppet.

B. PREVIOUS RESEARCHES

There are some previous research studies which show that pre-test and post-test in writing can improve students' writing ability through hand puppet media. First, a study done by Ni Made Diah Nurhayati (2012) the effectiveness of using hand puppet to improve students' speaking skills in performing adjacency pairs. Second, a study done by agus riswanto (2016) entitled the effect of hand puppet as media to build up the students' ability in speaking at mts swasta nurul amal kuala. Those research studies show that and hand puppet media could be effective activities which provide students with a lot of opportunities to practice their English in certain contexts of real life. These activities are suitable for English learners in all level and age. Thus, the researcher of the study believes that by conducting pre-test and post-test teaching through hand puppet, the students' speaking skills can be improved.

C. CONCEPTUAL FRAMEWORK

Speaking ability is necessary for the learners to use language to inform some events and it's called by expressing asking and giving opinion. In teaching expressing asking and giving opinion to the students, speaking should be done with correct grammar, vocabulary, pronunciation and conception. To accomplish those functions teaching learning process should provide materials in meaningful and authentic with good technique.

The problems of teaching and learning speaking can be seen from some students' weaknesses in expressing idea in simple conversation form, particularly in expressing asking and giving opinion. In learning speaking especially expressing asking and giving opinion, students have many difficulties in analysing the grammatical features of a text. It is so difficult because it concerns to grammatical, vocabularies, and generic structures (text organization).

Think pair share learning by using hand puppet medium is believed as a method which provides solution of the problems. It has some benefits because it is suitable model to be applied in speaking especially expressing asking and giving opinion. They are not only able to learn from the teacher but also from the environment with team work skill. They also have the same chance to reach the goals in learning. Unlike other learning strategies where contents are organized by themes that relate and contextualize material to be learned, Think pair share learning presents learners with a problem to solve or a product to produce. They must then plan and execute activities to achieve their objectives.

The researcher explains the nature of expressing questions and giving opinions by referring to the lesson plans that have been arranged at the beginning. Then, the researcher divides students into pairs and asks them to determine roles. The next step the researcher assigns students to make a simple conversation about expressing asking and giving with their own ideas. Then, students take a lot of time making it. Students must act according to their roles determined by their own partners, then the teacher asks students to speak in front of the class using hand puppet as learning support to create an atmosphere that does not make students

bored. The students and the projects are monitored by the teacher during the making of the project because Think pair share learning provides the students and the teacher to work together in which the learning is students-centered; it means all activities make the students active in learning. It also contributes an authentic situation for learners to give impressive experience of their own surrounding events. This concept is appropriate in teaching speaking asking and giving opinion because it involves real situation that can incline the students' interest in learning speaking.

Therefore, the improvement of speaking achievement is trusted to be achieved through think pair share learning by using hand puppet medium because by applying it students learn from actual experiences and take them into account and apply them to their lives in real world. It is a different teaching technique that promotes and practices new learning habits. In think pair share, students must organize their own work and manage their own time. Within think pair share learning framework students collaborate, working together to make sense of what is going on. It has a great potential to make interesting and meaningful learning in which students are motivated to actively participate in creating a text speaking. The teacher gives easiness and evaluates the project in term of the usefulness or the application for their life.

From the facts above, it is predicted that the students' speaking achievement especially speaking asking and giving opinion can be significantly

improved by implementation think pair share learning by using hand puppet
media.

CHAPTER III

METHOD OF RESEARCH

A. Location of the Research

This research was conducted at SMP SWASTA PGRI 3 MEDAN on Gg. Sekolah, Terjun, Kec. Medan Marelan, Kota Medan of 2018/2019 academic year. The reason for choosing this school because the students have some problems in speaking. They do not know how to speak up especially in expressing their ideas in speaking English.

B. Research Design

The design of this research was Classroom Action Research. Classroom action research is a disciplined process designed of inquiry conducted by and for those taking the actions to empower all participants in the educational process (students, teachers and other parties) with the means to improve the teaching learning process conducted the educational experience. Then, action research was described as an informal, qualitative, formative, subjective, interpretive, reflective and experiential model of inquiry in which all individuals involved in the study known as participants. Further, action research has the primary intention of providing a framework for qualitative investigations by teachers and researchers in complex working classroom situations (McNiff, 1992).

From the description above, at least there were two reasons as the arguments to apply action research. Firstly, action research involved the whole elements of the research. In this case, the students, teacher, material, and social factors such situation and condition during teaching and learning process was considered. It meant that the result of research was presented in integrative discussion. Secondly, action research viewed the subject qualitatively. The students' potential was observed individually without loosing the other factors. This was to say that action research described the subject in detail by connecting the subjects with the other phenomena. .

C. The Subjects of the research

The subject of this research was in the eight grade students of SMP SWASTA PGRI 3 MEDAN on Gg. Sekolah, Terjun, Kec. Medan Marelan, Kota Medan. Therefore only one classe taken as the subject, VIII-6. The total was 39 students.

D. Procedures of Research

A set of phases was applied in this research. Each phase contained of the following steps; (1) Plan of action, (2) Implementing the plan, (3) Observing the action, and (4) Analysis and reflection as shown in the following figure:

Pre Research

Identifying the problems through observing the process of teaching and learning writing in class.

A. Analysis and Finding

Analysis : Analyzing the result of pre-observation, interview and test.

Finding : The students have unexpected ability

B. Implementation

Teaching speaking of expressing asking and giving opinion by applied think pair share learning by using hand puppet media.

C. Planning of Action

Preparing lesson plans, materials, media, teaching procedures, and scoring procedures.

D. Observation

Collecting the data about Think Pair Share learning by using hand puppet media from the students

Analysis and Reflection

Success

Fail

Stop

Revise Plan & go to the next cycle

Figure 2.1 Procedure of Action Research adapted from The Action Research

Planner by Kemmis and Mctaggart, 1982.

The explanations about the implementation of the phase previously were on below:

1. Plan of actions. In this step, the researcher prepared the strategy of learning in teaching expressing asking and giving opinion by hand puppet media, designed of lesson plan of expressing asking and giving opinion, designed observation sheet, and prepared criteria of success and learning media.

2. Implementing the plan of teaching of expressing asking and giving opinion. In implementing the plan, the researcher followed the procedure of teaching exposition which was offered by Think pair share learning.

3. Observing the action. In this case, the researcher made note and collected the data about many aspects which was occurred during the teaching learning process of expressing asking and giving opinion.

4. Analysis and reflection. In this step, the researcher evaluated whether the research succeeded or failed. To determine the successful, the researcher compared the result of analysis with the criteria of successful.

a. Pre Research

Action research was conducted based on the problems, which was found during teaching and learning in classroom. Considering that fact, the researcher made pre research in order to collect the data from the real condition about the students' problems in learning Speaking.

b. Plan of Action

The activities in planning of action were discussed in this session. In this step, the researcher prepared lesson plan, materials, suitable strategy, media and facility, preparing observation sheets, and determining the criteria of success.

In conducting this research, the researcher expected to accomplish it for three months. This duration was expected to be sufficient for students to produce a good of speaking because the students should submit at the end of this research.

c. Preparing the Strategy of Teaching

As stated previously, Think pair share learning was applied. Think pair Share learning had a concept that students did not learn from what a teacher did, but from what a teacher had them do.

d. Designing the Lesson Plan

Lesson plan from Grade VIII, SMP SWASTA PGRI 3 Medan, along with a little addition was used by the researcher. The lesson plan included the competency standard, basic competency, objective of learning, materials, the method or strategies, media, learning activity, assessment, and evaluation (enclosed).

e. Criteria of Success

Criteria of the success were used to determine the result of the research. The research claimed as success in Speaking if having relation to the following criteria:

a. 1. The students were able to make good improvement in teaching learning process. It was indicated when the students were able to produce a cohesive and coherent projects after attending the process of teaching and learning. Through Think pair Share learning by using hand puppet media, the students were expected to achieve the minimal achievement, namely good to average at five criteria (content, organization, vocabulary, language use, and mechanics). An essay can be in "Good to average" if it fulfilled the following requirements. They were: The content indicated that the students had some knowledge of subject; adequate range limited development of topic sentence mostly relevant to the topic but lack detail.

b. The vocabularies of their speaking were adequate range, occasional error of words/ idiom choice, usage but meaning not obscured.

c. The grammar of their speech were effective but simple instruction, a little mistake in appropriate word function, article, pronoun, preposition, the idea or message not obscured.

In this case, the minimum score was 70 of at least 85% students. It was due to the fact that based on the criteria proposed by Jacobs. et.al (1983) the total minimum score for the level of success is at Good to Average or it is equal to

b. So those who got 70 meant succeeded and those who below 70 meant failed.

2. The students actively involved in the process of making the project. Through Think pair share learning, the students were expected to active in accomplishing the learning. The students' activity was categorized into very good, good, fair, bad, very bad. In order to determine the success of the students' activity, the researcher utilized students' observation sheets (enclosed) which were observed by the teacher (researcher) and the collaborator. It was analysis descriptive quantitative in percentage and it was succeeded if the percentage was   80% or in good category.

In this research, the decision to stop or continue the cycle depended on the reflection in every cycle. If the reflection of a cycle showed that the action was based on the expected criteria, the research would be stopped. But if it was not based the criteria, it would be continued to the next cycle.

f. Implementation

The implementation was conducted in some cycles simultaneously. In each cycle, teaching learning process conducted two meeting. The duration of one meeting consumed 80 minutes. It meant that one cycle took 2 x 40 minutes. The researcher evaluated the result of implementation in each cycle. The evaluation was based on the instructional objective of teaching and learning process.

g. Observation

Observation was conducted to collect the data about the activity of the teacher and students and the process of teaching learning from the beginning to the end of cycle. Observation was carried out by the teacher and the collaborator during implementing the action in learning process.

h. Reflection

After analyzing the data, reflection was applied. Reflection was the most important thing in action research. Reflection aimed to evaluate the success of each phase. If all criteria were achieved, the research was ended. Otherwise, the research has to be continued to the next phase by doing revision in planning of action.

Here, the researcher provided the table of summary of reflection:

Table 3.1
Summary of Reflection

The criteria of success	Data	Data Sources	Instrument of Data Collection	Data Analysis
Students were able to make good progress in the teaching and learning process	The result of the students' progress in speaking expressing asking and giving	The students	Speaking assessment	The researcher compared between the data of the students' progress in learning process and the criteria of success

			opinion	
Students were active in pairs and group work discussions	The result of the students' observation sheet during the learning activity	The students	Observation sheets	The researcher compared between the data of the students' activity in learning process and the criteria of success

E. Technique and Instrument of Collecting Data

As stated previously, this research was regarded as success if it was able to fulfil the criteria. And the criteria should be able to be measured by instrument. Referring to the criteria of success, the researcher applied qualitative and quantitative data in presenting the data. To observe the students' speaking achievement, scores of speaking assessment were taken. In this case, the data were in quantitative data forms. Then, to gain the data about the teacher and students' activities during teaching and learning process, observation sheet was used and the data were in the form of qualitative data.

F. Technique of Data Analysis

Qualitative and quantitative data were used in this study. The qualitative data was used to describe the situation during the teaching-learning process, and the quantitative data was used to analyze the students score. The qualitative data

was analyzed from the observation sheets to describe the improvement of the students' speaking skill. The quantitative data was analyzed by using formula as follow:

$$\bar{x} = \frac{\sum x}{N} \text{ (Arikunto, 2013)}$$

Where:

$\bar{x}$: The mean of the student's score

$\sum x$: The total score of students

N: The number of the students

Next, to categories the number of the students who pass the test successfully, the researcher applied the following formula:

$$P = \frac{R}{T} \ x \ 100\% \text{ (Arikunto, 2013)}.$$

Where:

P: The percentage of those who getting score

R: The number of students getting score

T: The total number of the students

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data

This research was conducted in one class which consisted of 39 students during the cycle of Class Action Research. It was accomplished in two cycles have four stages, namely: planning, action, observation, and reflection. The researcher conducted two cycles. Cycle 1 was conducted two meetings and cycle 2 was conducted two meeting. The research gave dialog test in speaking asking and giving opinion. The data of this research consisted of two kinds. They were quantitative and qualitative data. The quantitative data was taken from students' score in a Speaking test by asking and giving opinion. It was taken from conversation test. Speaking assessment are conducted pair with aspects: Intonation, Pronunciation, Fluency, vocabulary, Accuracy. In this research, the researcher divided the score of the students based on the aspects of speaking. There were two cycles in this research, they were cycle 1 and cycle 2. And the qualitative data was taken from observation sheet. The teacher and researcher used observation sheet to know the improvement in teaching Speaking in Asking and Giving Opinion by using Think Pair Share method.

1. The Quantitative Data

The quantitative data was taken from the result score of the students mastery speaking asking and giving opinion. And the data was present with the table bellow:

Table 4.1
The score result of the first until last meeting

No	Student's Initial	Pre Test	Cycle 1	Cycle 2
1	AA	30	60	80
2	AS	30	80	90
3	AR	20	60	80
4	AM	10	50	80
5	ARP	80	90	100
6	AP	40	80	80
7	ADP	70	80	100
8	AM	20	60	90
9	CU	70	80	100
10	CA	50	70	90
11	DAF	70	80	90
12	DCK	80	80	100
13	DS	50	60	90
14	DF	30	70	80
15	DSU	70	80	90
16	GAA	40	60	90
17	HQ	40	70	100
18	HP	80	80	100
19	KD	30	50	90
20	KR	70	80	100
21	KH	20	60	90
22	MIY	50	80	90
23	MAA	30	50	80
24	MNA	50	80	100
25	MRR	30	60	100
26	MR	60	80	80
27	NAP	40	70	90
28	NAS	30	60	90
29	OV	30	60	80

30	RA	80	80	100
31	RR	60	60	90
32	RH	70	80	100
33	SN	30	60	100
34	SP	70	80	90
35	SNB	10	60	90
36	ST	20	60	80
37	TKA	50	80	100
38	TZC	40	80	100
39	ZAF	40	80	80
TOTAL		**1790**	**2740**	**3550**
MEAN		**45.8974**	**70.2564**	**91.0256**

Table 4.2
The score result of the first until last meeting

Test	Students sccore got 75 atau <75 points	Percentage
Pre-Test	4	10,25 %
Cycle I	19	48,71 %
Cycle II	39	100 %

The first test was given before treatment it is called Pre-Test and based on the
result in Pre-Test the total score of the students was 1790 consist 39 students' in
the classroom. When the mean was X = $\frac{1790}{39}$ = 45,89

The students who got score 75 or more than 75 just 4 students or around
10,25%. So the students frequency in pre-test was 45,89 from the pre-test also
proved that students could not mastery Asking and giving opinion.

Chart 4.1
Students score in Pre-Test
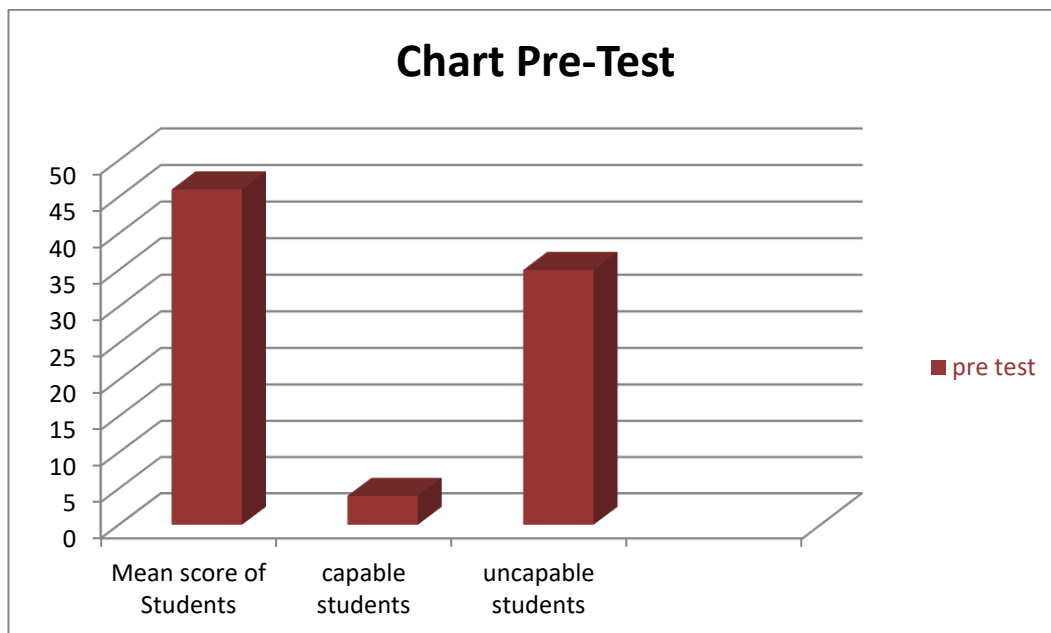
The table and chart above showed that the students who where capable students just 4 students in the classroom or 10,25 % and the students who were uncapable 35 students or 89,75 % from the data above , it can be concluded that the students in the eight grade SMP SWASTA PGRI 3 MEDAN in academic year 2019/2020 had lack mastery speaking in asking and giving opinion.

So, to improve the students' speaking skill the researcher as the teacher gave a method think pair share in teaching speaking and the english teacher was an observer. After the researcher had applied the method in the cycle I, The researcher then gave the students test in shaped of multiple choices.

Based on the result from the test in cycle I, the total score of the students was 2740 consist of 39 students.

So the mean score was x = $\frac{2740}{39}$ = 70,25.The students who got score 75or more than 75 was 19 students or 48,71% the students who got score less than 75 was 20 students or 51,29 %. So, The students frequency in the cycle I was 48,71 % and it can be shown from the chart below :

Chart 4.2
Students score in Cycle 1
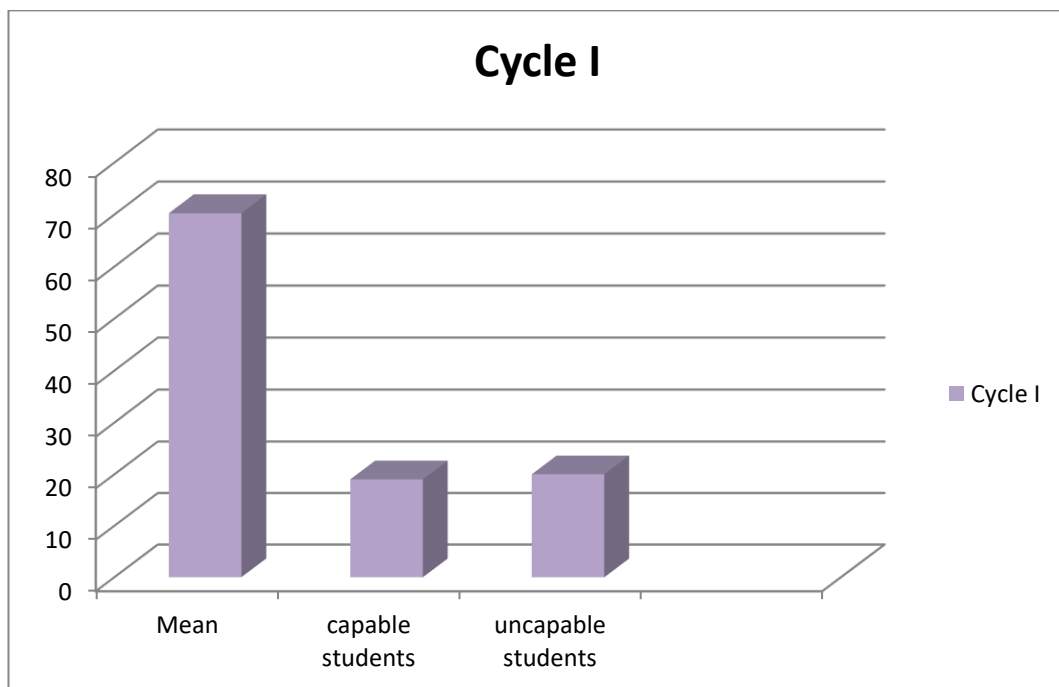
The chart above showed that the students who were able to 19 or 48,71 % and the students who were uncapable 20 students or 51,29%.Based on the data above ,the researcher and the observer concluded that cycle I was still improving. So, the teacher and the researcher revised all the activities in the cycle II. Then the teacher applied think pair share learning after finished, the researcher gave the students test shaped of multiple choices.

Based on the result from the test in cycle II, The total score of the students was 3550 and the number of students was 39 students, So the mean score was $X = \frac{3550}{39} = 91,02$. The students who got score 75 was 39 when consist 39 students in the classroom or if said the students got score 75 100 %.So the students frequency in the cycle II could be shown from chart below :

Chart 4.3
Students score in Cycle 2
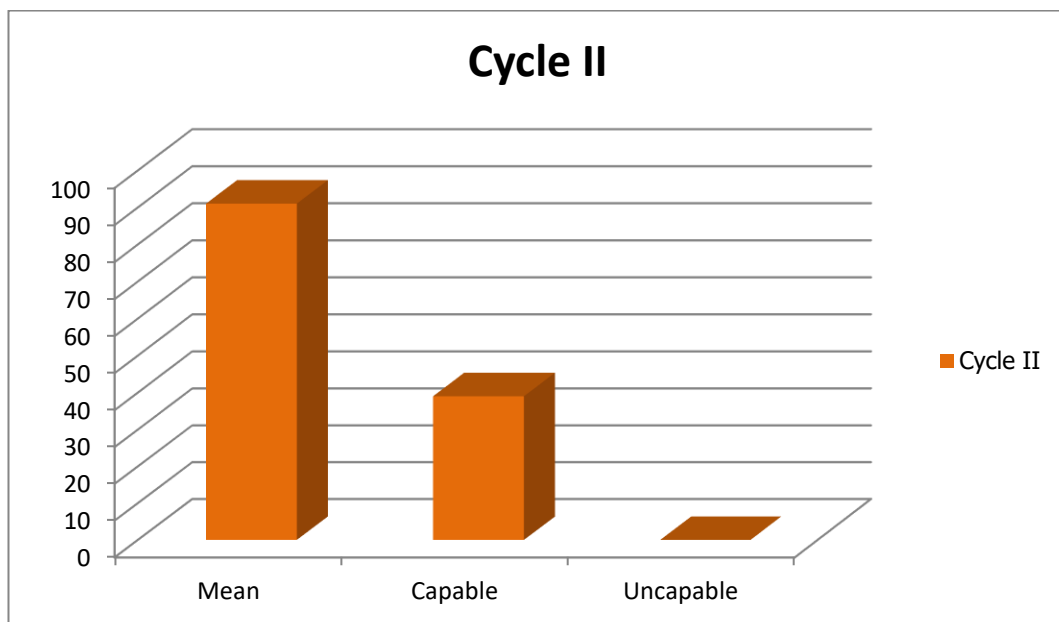
Showed that students who were capable 29 students or 100 % and the students who were uncapable 0 students or 0 %.From the data above, it could be conclude that the students score in cycle II had improved. All of students were already mastery speaking asking and giving opinion. It is meant that the students improved in speaking skill at SMP SWASTA PGRI 3 MEDAN in academic year 2019/2020.The improvement of students score in Pre-Test, Cycle I and Cycle II can be seen from the chart below :

Chart 4.4
The Improvement of Students and Students Frequency in Pre-Test

Cycle 1 and Cycle 2
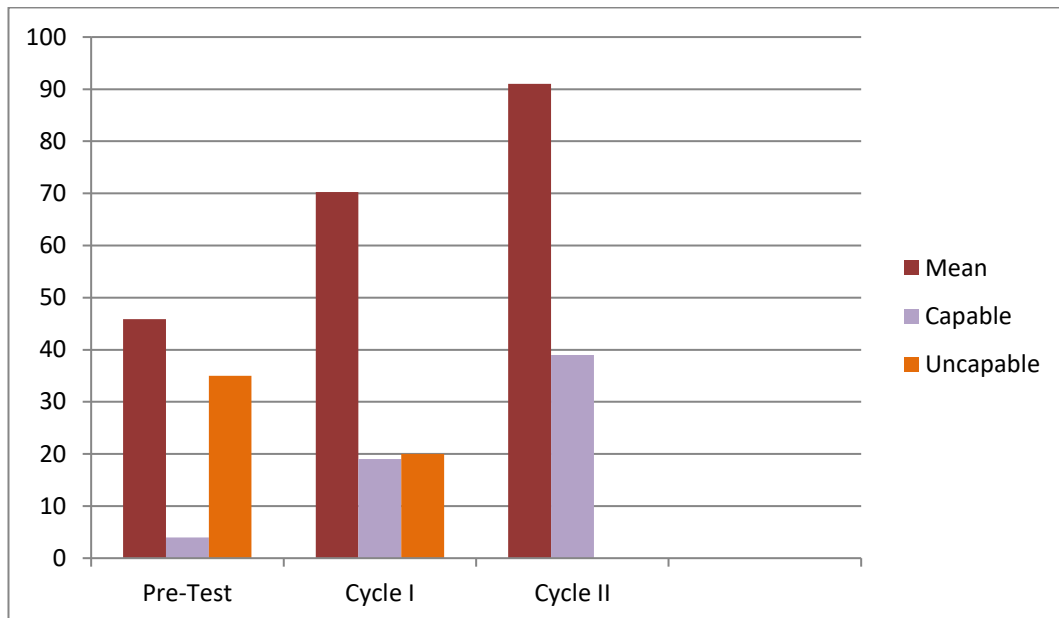
2. The Qualitative Data

The Qualitative data got from the result of observation sheets and interview sheets. The observation sheets were to the teacher to analyze how far the teachers way in improve student's speaking skill in english. The interview sheets was to know the teacher and student's opinion after Think Pair Share method was applied.

The test showed the behaviors of students while the researcher was conducted. It showed how the researcher prepared the material that needed along the researcher and students respond when they taken their role along teaching learning process.

Based on description, the qualitative data was taken from interview sheets. The test was obtained from two cycles.

B. Data Analysis

1. The Analysis of The Quantitative Data

Four meeting were conducted in this research and one of them was Pre-Test to know the students score before applying the treatment. The researcher improved student's speaking skill with Think pair share method and collaboration with hand puppet as media to improve student's speaking skill each meeting.it was decided to take the result of test in the four meeting. From the pre-test until the last cycle of this research students speaking skill score was improved. After knew the score the researcher applied the Think pair share method with hand puppet in the second and third meeting (Cycle I) and (Cycle II).After every cycle had finished, The researcher gave the test in the last meeting to know students score after applying and implementing the Think pair share method in speaking skill.

To know the mean score, the researcher was using this formula :

$X = \frac{\sum x}{N}$ x 100 % where :

X   = The mean of the students

$\sum X$ = The total score

N   = The number of the students who do the best

To categorize the number of the students who are competent on mastery vocabulary was using formula :

$P = \frac{r}{T}$ x 100 % where :

P : The percentage of the students

R : The number of those who get the point

T : The total number of the students

In the pre-Test, the total score of students was 1790, the students who got score 75 was 4 students and the number of students who taking the test were 39. So, the mean score was and the percentage of the students who got score was X=$\frac{1790}{39}$ = 45,89 and the percentage of student who got score was P =$\frac{4}{39}$ X 100 % = 10,25 %

In the Cycle I, the total score of the students was 2740, the students who got score 75 was 19 students and the number of students who taking the test were 39. So, the mean score was and the percentage of the students who got score was

P=$\frac{19}{39}$ x 100 % = 48,71 % and the mean X=$\frac{2740}{39}$ = 70,25

In the Cycle II, The total of the students was 3550, The students who got score 75 was 39 student and the number of the students who taking the test were 39 students. So, the mean score was and the percentage of the students who got score was X =$\frac{3550}{39}$ =91,02 P =$\frac{39}{39}$ x 100 % = 100 %.

From the data above, we could see that there was an improvement in students speaking asking and giving opinion.

Table 4.3
Students score during applied the research

No	Student's Initial	Pre Test	Cycle 1	Cycle 2	Score was improved
1	AA	30	60	80	30
2	AS	30	80	90	50
3	AR	20	60	80	40
4	AM	10	50	80	40
5	ARP	80	90	100	10
6	AP	40	80	80	40
7	ADP	70	80	100	10
8	AM	20	60	90	40
9	CU	70	80	100	10
10	CA	50	70	90	20
11	DAF	70	80	90	10
12	DCK	80	80	100	0
13	DS	50	60	90	10
14	DF	30	70	80	40
15	DSU	70	80	90	10
16	GAA	40	60	90	20
17	HQ	40	70	100	30
18	HP	80	80	100	0
19	KD	30	50	90	20
20	KR	70	80	100	10
21	KH	20	60	90	40
22	MIY	50	80	90	30
23	MAA	30	50	80	20
24	MNA	50	80	100	30
25	MRR	30	60	100	30
26	MR	60	80	80	20
27	NAP	40	70	90	70
28	NAS	30	60	90	30
29	OV	30	60	80	30
30	RA	80	80	100	0
31	RR	60	60	90	0
32	RH	70	80	100	10
33	SN	30	60	100	30
34	SP	70	80	90	10

35	SNB	10	60	90	50
36	ST	20	60	80	40
37	TKA	50	80	100	30
38	TZC	40	80	100	40
39	ZAF	40	80	80	40

2. The Analysis of the Qualitative Data

2.1 Observation Sheet

Observation sheet was used to observe all activities that happened during the teaching learning process. The activities include teacher and students activities. The teacher was an observer for the researcher and the students in the class consist of 39 students. The teacher had hand puppet more attractive to made students feel not bored it was increasing in cycle II.

From the data above, it was found that there was improvement from the first and second meeting (Cycle I) to third and fourth meeting (Cycle II).

2.2 Interview Sheet

Interview sheet had used to observe about the opinion of students and teacher during teaching learning process in the classroom. The observed found that the students gave their attention during teaching learning process. The classroom activity very actived and the students interested with the method. It showed that there was an improvement of speaking skill during teaching learning process by Think Pair Share method with Hand puppet as media.

3. The Research Finding

The findings of this research are indications of an improve in students' speaking skill in SMP SWASTA PGRI 3 MEDAN in the context of Asking and giving opinion. The rest is still not or around 10.25% and when it has finished doing the cycle I the results are an increase from the previous pre test from 45.89 to 70.25 or about 48.71% then after giving action on the second cycle the results were more significant from cycle I 70.25 or around 48.89% to 91.02 or around 100% after being applied that it was indeed effective if the Think Pair share learning was applied to increase students' speaking skill in junior high school.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

After researcher conducted research and got the data from quantitative like score of students and interview sheet also observation sheet and interview sheet that the conclusions are :

1. Has been showed that the mean of pre test 45,89 with three students got score 75 and the cycle I began look forward that are nineteen students succes got score 75.And the cycle II was the mean who are tirtynine students got score 75 that meant if there any improving from capablity students from Pretest,Cycle I and Cycle II.

2. From the interview sheet and observation sheet shawn that the teacher very active to teach english subject and the students was interested thus speak asking and giving opinion more and finally the students do not feel that english subject difficult it meant that Think pair Share learning by using hand puppet media is a method to improve the student's speaking skill.

B. Suggestion

1. Teachers

The result of this research was expected to be able to enrich the teachers'
knowledge in terms of teaching English and to solve the problem of students'
difficulties in speaking skills.

2. Students

The research expected to encourage the students mastering in English lesson, the
students feel relax and enjoy when they learn English lesson, and solved their
problem in learning English, because teacher used the suitable technique in
teaching.

3. Other researchers

This research expected to give a new knowledge of the further researcher to do the
better research of teaching and learning cases, and solved the students speaking
problems and also the teachers that have the similar problem with this researcher.

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APPENDIX 1

LESSON PLAN

Cycle 1

Satuan Pendidikan   : SMP SWASTA PGRI 3 MEDAN

Kelas/Semester   : VIII

Mata Pelajaran   : Bahasa Inggris

Materi Pokok   : Asking and Giving Opinion

Alokasi Waktu   : 2 X 40 menit

Aspek/ skill   : Speaking

A. KI

1. To live and appreciate the teachings of the religion they hold

2. Demonstrate honest behavior, discipline, responsibility, care (tolerant, mutual cooperation), polite, and confident in interacting effectively with the social and natural environment within the reach of relationships and their existence

3. Understanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to phenomena and events seen in the eye

4. Processing, presenting, and reasoning in concrete realms (using, decomposing, assembling, modifying, and making) and abstract domains (writing, counting, drawing, and composing) in accordance with what is learned in school and other sources in the same perspective / theory

B. Kompetensi Dasar

1.1 grateful for the opportunity to learn English as a language of communication for international communication which is manifested in the spirit of learning.

2.2 shows the behavior of responsibility, care, cooperation, and peace in carrying out functional communication

3.2 applying social functions, text structure, and linguistic elements of oral and written transactional interaction texts which involve the act of giving and requesting information related to the intent, purpose, agreement to do an action / activity, according to the context of its use. (attention to linguistic elements to, in order to, so that (dis) agreement

4.2 compile text transactional interaction oral and written very short and simple which involves the act of giving and requesting information related to the intent, purpose, approval of doing an action / activity, by paying attention to social functions, text structure, and the correct linguistic elements and in context

C. Competency Achievement Indicators

1. identify social functions, structure text and linguistic elements give an opinion
2. Using speech acts provide opinions
3. Identify various expressions in giving opinions
4. Making dialogue using expressions of giving opinions

D. Learning Objectives

At the end of learning students are able to compose dialogue texts using expressions asking and giving opinions by paying attention to social functions, structure texts, and linguistic elements in accordance with the context of their use and showing disciplined, confident, and responsible behavior.

E. Learning Materials

Function social :

The statement asking and giving opinions in English is very important. You will often use this expression when speaking in English, especially when identifying opinions in public.

Asking and Giving Opinion

Asking for opinion	Giving opinion	Refusing Opinion
What do you think (of/about)…..? Do you think (that)…..? Why do they behave like that? Do you have any idea? How do you like…? Please, give me your frank	I think (that).… I believe (that) In my opinion,.. .. It seems to me (that)….. As far as I'm concerned…..	· No. I don't think so.. · I am not with you. · I am not in line with you · I have different opinion about.. · Absolutely no…

opinion.	I think that …..	
What's your opinion? (less formal)	if you ask me, ……	
	Not everyone will agree with me, but…	
	From my point of view…	
	I agree/disagree….	

Example the Dialogue of asking for opinion and giving opinion.

Utami   : Our headmaster wanted us to improve and increase the quality of our English club. What do you think, Krisna?

Krisna   : Well. I think so. We should be able to do that.

Utami   : So what should we do?

Krisna   : I think that we have to improve our syllabus. It must be more relevant to English.

Utami   : That's a great idea. But don't forget. I think it is not only that. We should also know the student's needs, because we handle different levels and wishes.

Utami   : Yes, I know that. Thank you. And then do we need new instructors here?

Krisna   : I don't think so.

Answer these question below !

a. what is the purpose of the dialog ?

b. how many people are there in the dialog?

c. what did utami say to krisna ?

d. Who give idea to improve syllabus ?

e. where are they talking?

F. Learning Methods

Approach: cooperative learning

Method: Think Pair Share

G. Media, learning tools and resources:

Tools: laptop, LCD projector, white board, hand puppet

Apperception:

• The teacher asks questions about Asking and Giving opinions

Motivation:

• The teacher explains about the importance of Asking and giving opinion material.

H. Learning Activities

Exploration

In exploration activities, the teacher:

• The teacher explains about asking and giving opinions

• The teacher shows the expression of asking and giving opinion

• Students read the expression asking and giving opinion

• The teacher shows examples of conversations about asking and giving opinions with hand puppet media

Elaboration

In elaboration activities, the teacher:

• The teacher asks students to make a brief conversation about asking and giving opinions

• The teacher asks students to read the conversation that has been made to the front of the class.

Confirmation

In the confirmation activity, the teacher:

• The teacher asks students to show the expression of asking and giving opinion based on conversations that have been made by students.

C. Closing Activities (20 minutes)

In the closing activity, the teacher:

• Provide an assessment of student work

• Plan learning material at the next meeting.

I . ASSESSMENT

Indicators of Competence Achievement	Assessment Technique	Instrument	Instrumen/soal
Using speech acts ask questions and give opinions	Pre test	Test quotation	Multiple choose

Information :

4 = very good

3 = good

2 = enough

1 = less

Value = ∑ Achievement score X 100 / Maximum Score

Value Criteria

A = 80-100: Very good

B = 70 - 79: Fine

C = 60 - 69: Enough

D = ‹60: Poor

Rubrik Speaking :

NO	ASPEK	RENTANG NILAI			
1.	Fluency	1	2	3	4
2.	Pronunciation	1	2	3	4
3.	Intonation	1	2	3	4
4.	Content	1	2	3	4

Keterangan :

4 = very good

3 = good

2 = enough

1 = less

Teachers   Observers

Dedek Berliani. S.Pd   Anggrek Karini

LESSON PLAN

Cycle 2

Satuan Pendidikan	: SMP SWASTA PGRI 3 MEDAN
Kelas/Semester	: VIII
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Asking and Giving Opinion
Alokasi Waktu	: 2 X 40 menit
Aspek/ skill	: Speaking

A. KI

5. To live and appreciate the teachings of the religion they hold

6. Demonstrate honest behavior, discipline, responsibility, care (tolerant, mutual cooperation), polite, and confident in interacting effectively with the social and natural environment within the reach of relationships and their existence

7. Understanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to phenomena and events seen in the eye

8. Processing, presenting, and reasoning in concrete realms (using, decomposing, assembling, modifying, and making) and abstract domains (writing, counting, drawing, and composing) in accordance with what is learned in school and other sources in the same perspective / theory

B. Kompetensi Dasar

1.1 grateful for the opportunity to learn English as a language of communication for international communication which is manifested in the spirit of learning.

2.2 shows the behavior of responsibility, care, cooperation, and peace in carrying out functional communication

3.2 applying social functions, text structure, and linguistic elements of oral and written transactional interaction texts which involve the act of giving and requesting information related to the intent, purpose, agreement to do an action / activity, according to the context of its use. (attention to linguistic elements to, in order to, so that (dis) agreement

4.2 compile text transactional interaction oral and written very short and simple which involves the act of giving and requesting information related to the intent, purpose, approval of doing an action / activity, by paying attention to social functions, text structure, and the correct linguistic elements and in context

C. Competency Achievement Indicators

5. identify social functions, structure text and linguistic elements give an opinion
6. Using speech acts provide opinions
7. Identify various expressions in giving opinions
8. Making dialogue using expressions of giving opinions

D. Learning Objectives

At the end of learning students are able to compose dialogue texts using expressions asking and giving opinions by paying attention to social functions, structure texts, and linguistic elements in accordance with the context of their use and showing disciplined, confident, and responsible behavior.

E. Learning Materials

Function social :

The statement asking and giving opinions in English is very important. You will often use this expression when speaking in English, especially when identifying opinions in public.

Asking and Giving Opinion

Asking for opinion	Giving opinion	Refusing Opinion
What do you think (of/about)…..? Do you think (that)…..? Why do they behave like that? Do you have any idea? How do you like…? Please, give me your frank opinion. What's your opinion? (less	I think (that).… I believe (that) In my opinion,.. .. It seems to me (that)….. As far as I'm concerned….. I think that ….. if you ask me, …… Not everyone will agree with	· No. I don't think so.. · I am not with you. · I am not in line with you · I have different opinion about.. · Absolutely no…

formal)	me, but… From my point of view… I agree/disagree….	

Example the Dialogue of asking for opinion and giving opinion.

Utami : Our headmaster wanted us to improve and increase the quality of our English club. What do you think, Krisna?

Krisna : Well. I think so. We should be able to do that.

Utami : So what should we do?

Krisna : I think that we have to improve our syllabus. It must be more relevant to English.

Utami : That's a great idea. But don't forget. I think it is not only that. We should also know the student's needs, because we handle different levels and wishes.

Utami : Yes, I know that. Thank you. And then do we need new instructors here?

Krisna : I don't think so.

Answer these question below !

a. what is the purpose of the dialog ?
b. how many people are there in the dialog?
c. what did utami say to krisna ?
d. Who give idea to improve syllabus ?
e. where are they talking?

F. Learning Methods

Approach: cooperative learning

Method: Think Pair Share

G. Media, learning tools and resources:

Tools: laptop, LCD projector, white board, hand puppet

Apperception:

• The teacher asks questions about Asking and Giving opinions

Motivation:

• The teacher explains about the importance of Asking and giving opinion material.

H. Learning Activities

Exploration

In exploration activities, the teacher:

• The teacher explains about asking and giving opinions

• The teacher shows the expression of asking and giving opinion

• Students read the expression asking and giving opinion

• The teacher shows examples of conversations about asking and giving opinions with hand puppet media

Elaboration

In elaboration activities, the teacher:

• The teacher asks students to make a brief conversation about asking and giving opinions

• The teacher asks students to read the conversation that has been made to the front of the class.

Confirmation

In the confirmation activity, the teacher:

• The teacher asks students to show the expression of asking and giving opinion based on conversations that have been made by students.

C. Closing Activities (20 minutes)

In the closing activity, the teacher:
• Provide an assessment of student work
• Plan learning material at the next meeting.

I . ASSESSMENT

Indicators of Competence Achievement	Assessment Technique	Instrument	Instrumen/soal
Using speech acts ask questions and give opinions	Pre test	Test quotation	Multiple choose

Information :

4 = very good

3 = good

2 = enough

1 = less

Value = ∑ Achievement score X 100 / Maximum Score

Value Criteria

A = 80-100: Very good

B = 70 - 79: Fine

C = 60 - 69: Enough

D = ‹60: Poor

Rubrik Speaking :

NO   ASPEK   RENTANG NILAI

5.	Fluency	1	2	3	4
6.	Pronunciation	1	2	3	4
7.	Intonation	1	2	3	4
8.	Content	1	2	3	4

Keterangan :

4 = very good

3 = good

2 = enough

1 = less

Teachers   Observers

Dedek Berliani. S.Pd   Anggrek Karini

Appendix 2

Asking and Giving Opinion Test

Multiple Choice

Exercise: Answer the following questions!

Kate : We'll have a long holiday next month. What are you going to do?

Yani : ....

Kate : I hope you have a nice trip

1. Complete the dialogue above ....

A. I am thinking of going to Bali Sorry

B. Sorry, I can't tell you

C. It's not your business

D. I have nothing to do

E. I don't know what to do

Alex : What do you think about the film ?

Bram : I think ....

2. Complete the dialogue above ....

A. I like it

B. Thank you

C. I can't hear you

D. You forget it

E. Let's go

Eric : I think our city is very hot at the moment.

Era : I don't think so .... Our city is much cooler than other cities in this country.

3. Complete the dialogue above ....

A. I know it

B. I am thinking of

C. He forget it

D. In my opinion

E. See you

Bowo : I feel tired and I feel dizzy.

Sri : I think …. Don't leave the bed if it is not necessary.

4. Complete the dialogue above ....

A. You must sing

B. You should lie down and have some rest

C. You can see the doctor tonight

D. I will take you to the hospital

A. I must take some rest, too

Dave: So what do you think of my singing?

John: It's really good, but I suggest to try singing in a high tune.

Dave: Thanks, John.

John: No problem, Dave!

5. From the dialogue above, John is...

A. Asking for help

B. Giving an opinion

C. Asking for an opinion

D. Giving help

E. Giving attention

Jade: What do you think of my drawing?

Rose: It's amazing, but I think you should erase the scribbles over here.

Jade: Thank you so much for you opinon, Rose!

Rose: My pleasure.

6. From the dialogue above, Rose is...

A. Asking for attention

B. Asking a question

C. Giving an opinion

D. Giving help

E. Asking for help

Dirk: Can you give me an opinion about my sculpture?

Jake: Sure thing! I think you should have had fixed the hand.

Dirk: Thanks, Jake.

Jake: No problem!

7. From the dialogue above, Dirk is...

A. Asking for help

B. Giving help

C. Giving opinion

D. Asking for an opinion

E. Asking for help

Jane: Roxy, what do you think of the cake I bake?

Roxy: It' really delicious! I love it!

Jane: yes!

8. From the dialogue above, Jane is...

A. Asking for an opinion

B. Asking for help

C. Requesting for attention

D. Giving an item

E. Giving opinion

Ronaldo : So, what do you think of my football skill?

Jack   : It's really good.

Ronaldo : Thanks, Jack.

Jack   : No problem, Ronaldo

9.   From the dialogue above, Ronaldo is...

A.   Asking for help

B.   Giving an opinion

C.   Asking for an opinion

D.   Giving help

Marina   : What do you think about my dress?

Janet   : I think you look beautiful.

Marina   : Thanks, Janet

janet   : It's ok

10.   From the dialogue above, Janet is...

A.   Asking for help

B.   Giving help

C.   Giving opinion

D.   Asking for an opinion

Appendix 3

Answer Key

1. **A**
2. **A**
3. **D**
4. **B**
5. **B**
6. **C**
7. **D**
8. **A**
9. **C**
10. **C**

Appendix 4

OBSERVATION SHEETS

Subject   : English

Class   : VIII-6 SMP SWASTA PGRI 3 MEDAN

Number of Students   : 39

Observer's Name   : Anggrek Karini

Teacher's name   : Dedek Berliani, S.Pd

No	Indicator for Teacher	Cycle 1		Cycle 2	
		Yes	No	Yes	No
1	The teacher came to class on time.				
2	The teacher greeted the students.				
3	The teacher told students what the material.				
4	The teacher asked the students about Asking and giving opinion.				
5	The teacher told the advantages of learning Asking and giving opinion.				
6	The teacher explained about generic structure of Asking and giving opinion.				

7	The teacher gave the examples of Asking and giving opinion.				
8	The teacher explained about Asking and giving opinion by using Think Pair Share learning.				
9	The teacher asked the students to Speak asking and giving opinion.				
10	The teacher made a conclusion about Asking and giving opinion by using Think pair Share learning with students				
11	The teacher ended the class by closing.				

No	Indicators for students	Meeting 1		Meeting 2		Meeting 3		Meeting 4	
		Yes	No	Yes	No	Yes	No	Yes	No
1	The students came to class on time.								
2	The students answered greeting from the teacher.								
3	The students gave their attention when the teacher told what the material								
4	The students gave their opinions about								
5	The students gave their attention when the teacher told the advantages of learning								
6	The students gave their attention to the explanation about generic structure of Asking and giving opinion.								
7	The students saw the example of Asking and								

	giving opinion by applying Think Pair Share learning.								
8	The students gave their attention to the explanation about Asking and giving opinion								
9	The students speak asking and giving opinion in front of class with Think Pair Share learning.								
10	The students made a conclusion Asking and giving opinion with the teacher.								
11	The students answered closing from the teacher								

Documentation of Research

Learning Process in cycle I

Learning Process in Cycle 2

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

UMSU
Unggul | Cerdas | Terpercaya

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa	: Anggrek Karini
NPM	: 1502050157
Prog. Studi	: Pendidikan Bahasa Inggris
Kredit Kumulatif	: 142 SKS

IPK= 2,92

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Implementation Think Pair Share (TPS) Learning Method by Using Hand Puppet Media to Improve the Students' Speaking Achievement	
	Deliberate Reflection by Student Teachers is Encouraged as a Way to Preapre, Analyse and Evaluate Their Learning	
	Phatic Communication in Improving the Relationship between Teacher and Students in the School Environment	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 26 Juni 2019
Hormat Pemohon,

Anggrek Karini

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa	: Anggrek Karini
NPM	: 1502050157
Prog. Studi	: Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Implementation Think Pair Share (TPS) Learning Method by Using Hand Puppet Media to Improve the Students' Speaking Achievement

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. Dr. T. Winona Emelia, M.Hum   Acc/

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 26 Juni 2019
Hormat Pemohon,

Anggrek Karini

Keterangan
Dibuat rangkap 3 :   -   Untuk Dekan / Fakultas
                       -   Untuk Ketua / Sekretaris Prog. Studi
                       -   Untuk Mahasiswa yang Bersangkutan

Nomor   : UJ9 /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
               Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : Anggrek Karini
N P M   : 1502050157
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : Implementation Think Pair Share (TPS) Learning Method by Using Hand Puppet Media to Improve The Students' Speaking Achievement.

Pembimbing   : Dr. T. Winona Emelia, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 11 Juli 2019

Wa`alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 08 Dzulqaidah 1440 H
        11 Juli   2019 M

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
   WAJIB MENGIKUTI SEMINAR

UMSU
Unggul | Cerdas | Terpercaya

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Anggrek Karini
NPM : 1502050157
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Implementation Think Pair Share (TPS) Learning Method by Using Hand Puppet Media to Improve the Students' Speaking Achievement	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan

kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Medan, 26 Juni 2019
Hormat Pemohon,

Dr. T. Winona Emelia, M.Hum

Anggrek Karini

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap   : Anggrek Karini

N.P.M   : 1502050257

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : The Implementation of Think Pair Share by Using Hand Puppet
                   Media to Improve the Student's Speaking Skill

Pada hari Rabu tanggal 31 bulan Juli tahun 2019 sudah layak menjadi proposal skripsi.

Medan,   Agustus 2019

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

Drs. Ali Amran, M.Hum   **Dr. T. Winona Emelia, M.Hum**

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.

Nomor   : 302 /II.3/UMSU-02/F/2019   Medan, 08 Dzulhijjah 1440 H
Lamp   : ---   09 Agustus   2019 M
H a l   : Mohon Izin Riset

Kepada Yth, Bapak/Ibu Kepala
SMP Swasta PGRI 3 Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama   : Anggrek Karini
N P M   : 1502050257
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Implementation of Think Pair Share by Using Hand Puppet Media
                    to Improve the Students' Speaking Skill.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN. 0115057302

** Pertinggal **

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap	:	Anggrek Karini
N.P.M	:	1502050257
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Implementation of Think Pair Share by Using Hand Puppet Media to Improve the Student's Speaking Skill

benar telah melakukan seminar proposal skripsi pada hari Rabu, tanggal 31, Bulan Juli, Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan,   Agustus 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum

SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْم

Saya yang bertandatangan dibawah ini :

Nama Lengkap	:	Anggrek Karini
N.P.M	:	1502050257
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Implementation of Think Pair Share by Using Hand Puppet Media to Improve the Student's Speaking Skill

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Agustus 2019
Hormat saya
Yang membuat pernyataan,

Anggrek Karini

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

CURRICULUM VITAE

Name   : Anggrek Karini

Place and Date Birth   : Medan, 26 September 1997

Age   : 22 Years old

Gender   : Female

Nationality   : Indonesian

Religion   : Islam

Marital status   : Not Married

Address   : Lingkungan 09 Terjun Medan Marelan Kota Medan

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Parents' Name

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Mother   : SALMIDA

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Education

2004 – 2009   : SD Negeri 067263 Medan

2009 - 2012   : SMP Swasta PGRI 3 MEDAN

2012 – 2015   : SMA Negeri 19 MEDAN

2015 – 2019   : Universitas Muhamaddiyah Sumatera Utara