THE USE OF THINK PAIR SHARE STRATEGY TO IMPROVE STUDENTS' SPEAKING ABILITY

SKRIPSI

Submitted In Partial fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program

By

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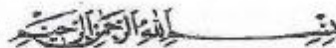**UNIVERSITY OF MUHAMMADIYAH NORTH SUMATERA**
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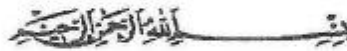
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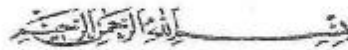Disetujui oleh:

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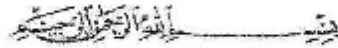
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
1/10 2018	Acknowledgement Table of content Abstract	
3/10 2018	Chapter 1 Background of the study	
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ABSTRACT

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The study deals analyzing aimed to find out the use of think pair share strategy to improve studentss' speaking ability. This subject of this research was eight grade students SMP BinaSatria Medan in academic year 2018/2019. It consisted of one class with 30 students as respondents. This objectives this research to find out the process of learning speaking with think pair share strategy. To find out improvement on the speaking students' ability by using think pair shre strategy. This research was conducted by using classroom action research. The technique of analyzing data was applied in this research were technique tes and technique nontest, the test were given to the students in the form of cyce I and cycle II. The result of data analysis showed that there was an improvement on the students' speaking ability from each cycle. It was showed from the mean pre-cycle 66,5, after the use think pair share strategy in cycle I, there was improvement of the result of the students' mean wich was 71,17 and for the second cycle after reflection there was an improvement of the students' mean wich was 77,17. Moreover in the cycle I, there were 53,33% (16 students of 30 students) who got score ≥75. In the cycle II, there where 100% (30 students of 30 students) who got score ≥75. So, the total percentage of the improvement from cycle I to cycle II was about 46,67%.

Keyword : *Speaking, Think Pair Share Strategy.*

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So the researcher hopes suggestion and comments from all the readers, especially for the students of English Department who want to do a research. May Allah SWT bless all.

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Researcher

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TABLE OF CONTENTS

LIST OF TABLE

LIST OF FIGURE

LIST OF APPENDIXES

Appendix 1 Lesson Plan

Appendix 2 Attendance List

Appendix 3 Documentation of Research

Appendix 4 K-1

Appendix 5 K-2

Appendix 6 K-3

Appendix 7 Lembar Pengesahan Proposal

Appendix 8 Berita Acara Bimbingan Proposal

Appendix 9 Surat Keterangan

Appendix 10 Lembar Pengesahan Hasil Seminar Proposal

Appendix 11 Surat Pernyataan

Appendix 12 Surat Izin Riset

Appendix 13 Surat Balasan Riset

Appendix 14 Berita Acara Bimbingan Skripsi

Appendix 15 Curriculum Vitae

CHAPTER I
INTRODUCTION

1.1 The Background of Study

As a global language, English plays an important role in the world. Although English in not a language with the largest number of native speakers, English has become the bridge two or more parties with different language to communicate one onathor.

In order to be able to use English, learners have to master English skills such as listening, speaking, reading, and writing. Although all four skills are equally important, the speaking skills could be seen as the leading skills during the English learning process. During the lerning process, learners need to communicate with others in order to express their ideas and feelings. One of the ways to communicate with others is through speaking.

Teaching speaking is important basic for the study of language. To speak English in class isn't easy for students. Although it's importance for many years teaching speaking has been undervalued and English language teacher have continued to teach spaking just as a repletion of drills/memorization of dialogues. However, today's world requires the goal of teaching speaking should improve students' communicative skills. Students can express themselves to other person and people. Teaching speaking is the verbal use of language to communicate with others. People put ideas into words, talking about perception or feelings that they want

other people to understand them. Then, the listener tries to reconstruct the perceptions that they are meant to be understood.

Speaking is defined as an interactive process constructing meaning that involves producing, receving, and processing information orally using organ of speech. Ideas are someone's message would like to be transferred to another. It means that another person should person should understand the messages well. In order to understand the messages well, one's speaking should provide natural communication which has certain features.

Speaking activity problems, there are several solutions such as: role play, picture cued elicitation, and so on. Actually, the teacher had those learning strategies in teaching speaking but there are no significant differences of the students result in the end of the exam. In this study, I use Think-Pair-Share as one of cooperative learning strategies to be applied in speaking class.

The topic is "The Use of Think-Pair-Share Strategy to Improve Students' Speaking Ability". I choose Think-Pair-Share strategy in which the students are asked to think by themselves silently first in order to answer the question and then they are divided into pairs called consensus building to have students collaborate in completing an assigned task. Finally, they have presentation activity in which they have to share their ideas to the rest of the class. This study is expected will be a more significant way to improve students' speaking ability.

On that basis, to improve student's speaking ability, the researcher also suggested to teachers to use innovative and creative learning strategy that is by using Think-Pair-Share strategy. This strategy is used to achived the goal of learning to improve speech.

Starting from the previous description, it can be done research on "The use of Thin-Pair-Share strategy to improve students speaking ability".

1.2 The Identification of Problem

Based on the background of the study above, the problem of the study were identified as follows:

1. The students' speaking ability is still low

2. Low interest of students in speaking

3. Average students get grades that have not reached KKM

4. The useof learning strategies is still monotonocus lecture

1.3 The Scope and Limitation

The scope of this research is focused on teaching speaking English. This research was limited in "The Use of Think-Pair-Share Strategy to Improve Students' Speaking Ability".

1.4 Formulation of Problem

Through this study, researcher would like to present the following problem that will be discussed in this research: Does the use of Think-Pair-Share strategy during teaching and learning process improve the students' speaking ability?

1.5 Objective of the Study

The objective of the study can be started as follows : to identify the effectiveness of using Think Pair Share strategy to improve students' speaking ability.

1.6 Significance of the Study

1. For teacher

    This study is expected can be one of the references for teachers in doing various ways in teaching learning process especially in speaking class.

2. For students

    In other side, Think-Pair-Share strategy is expected to help students enjoy their English speaking ability. This strategy will increase student's collaboration in completing assigned task.

3. For researcher

    The study is expected to be one the guidances for me to build an effective teaching learning process, especially for speaking class.

CHAPTER II
REVIEW OF LITERATURE

2.1 Theoretical Framework

The study of theory is a supporting factor in a study because in this theoretical study described the theories assoctiated with the variable under study. The theories are used as the basis or reference for the discussion of research. Given the importance of this, then the theories that support the problem to be examined for clarity in research.

2.1.1 The Nature of Speaking Ability

1. The Definition of Speaking

Tarigan (1990) defines that speaking is a language skill that in child life, which is producted by listening skill, and at that periode speaking skill is learned.

Based on Competence Based Curriculum speaking is on of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage.

Wilson (1983) defines speaking as development of the relationship between speaker and listener. In addition speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate situation. It means that the main objective of speaking is for communication. In order to express effectively, the speaker should know exactly what he/she wants to

speak or to communicate, he/she has to be able to evaluate the effects of his/her communication to his/her listener, he/she has to understand any principle that based his speaking either in general or in individual.

Meanwhile, Brown (2004) defines speaking as productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy effectiveness of a test-taker's listening skills, which necessarily compromises the reability and validity of an oral production test.

From the definition above, it can be concluded that speaking is one of productive skills in which it is used to communicate with other. It is not only producing words or sounds but also having a meaning. The purpose of speaking is to share knowledge information and ideas.

2. Types of Classroom Speaking Performance

According to Brown (2001), there are six catagories of speaking, namely imitative, intensive, responsive, transactional, interpersonal and extensive.

a. Imitative

The imitative speaking performance, the students imitate a word or a sentence. The learners practice intonation contour or try to pinpoint a certain vowel. The purpose of imitation is not for meaningful interactions but focusing on some particular element or language form. The example of imitative speaking performance is during.

b. Intensive

The intensive performance is to include any speaking performance that is designed to practice some phonological or grammatical aspect of langage. In addition Brown (2004:273) states that an intensive speaking performance is related to the production of short stretches of oral language to demonstrate the competence such as grammatical, phrasal, lexical, or phonological relationship (prosodic elements: intonation, stress, rhythm, juncture).

c. Responsive

Short replies sre the example of speaking performance which does not extend into dialogues, for example standard greeting, simple requests and comments etc.

d. Transactional

The transactional language is an extended form of responsive language. The purpose of transactional is to convey or to exchange specific information. A conversation is an example of transactional.

e. Interpersonal

The interpersonal (dialogue) tends to maintain social relationship better than exchange information. Some elements may involve in a dialogue such as a casual register, colloquial

language, emotionally charged language, slang, ellipsis, sarcasm ect.

f. Extensive

The extensive oral production can be in the form of reports, summaries, and speeches. It can be planned or impromptu.

2.1.2 The Difficulties of Speaking

According to Brown (2001), the eight following characteristic of spoken language include:

1. Clustering, fluent speech is phrasal not word by word, learners can organize their output both cognitively and physically througt clustering

2. Redundancy. The speaker has an opportunity to make meaning clearer through the redundancy of language.

3. Reduced forms. Contractions,elisions, reduced vowels, etc are special problem in teaching spoken English. Learners who never learn colloquial contraction speak too formal in casual context. They become bookish and unnatural.

4. Performance variable, in spoken language, there is a process of thingking that allows manifesting a certain number of hesitation, pauses, backtracking, and correction. Some example of thingking time in English include inserting fillers like uh, um, well, you know, I mean, etc. hesitation phenomena are the most salient defference between native anf nonnative speakers of language.

5. Colloquial language. Students should be recognizable with words, idioms, and phrasasanf they practice to produce these forms.

6. Rate of delivery. It is another salient characteristic oof fluency. Teachers should help learners achieve an acceptable speed along with other attribrutes of fluency.

7. Stress, rhythm, and intonation. The stress-timed rhythm of spoken language and its intonation patterns convey important massage in any communication forms.

8. Interacton. Having no interlocutor will rob the speaking skill components; one of them is the creativity of conversational negotiation.

2.1.3 Technique of Teacing Speaking

Harmer (in Tarigan, 1990) writes that when teaching speaking or producing skill, we can aplly three major stage, those are:

1. Introducing new language

2. Practice

3. Communicative activies

When introducing new language, the teacher should find out the genre or the text, which is meaningful. In this stage teacher can ask student to pronounce the unfamiliar words, find out the meaning of the expression used in the text.

Other technique used for teaching speaking:

1. Information gap by using picture

2. By using photographs

3. By using song

4. By using mysterious thing

5. Educational drama which covers miming, role play, the empty chair, simulation.

2.1.4 General Concept of Speaking Skill

Studying English without practicing is useless. As a part of communication, speaking is regareded more representing what the speaker wants to say. Through speaking, they can express their minds, ideas and thought freely and spontaneously. To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

"Speaking is one of language arts that is most frequently used by people all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of abilities which often develops at different rates. Generally,there are at least five components of speaking skill concerned with comprehension,grammar, vocabulary, pronounciation, and fluency" (Syakur, 1987)

While speaking is a productive skill that can be directly and empirically observed, so there are some types of speaking

assessment can be used in assessing speaking skill. Brown (2003) identifies five categories of speaking assessment types, first is imitative speaking. It is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in criterion of performance.

Responsive speaking includes interaction and test comprehension but at the somewhat limited of very short conversations, standard greetings and small talk, simple requests and comments, and the like.And then is interactive speaking. The difference between responsive and interactive speaking is in the length and complexity of the interaction. Interaction can take the two forms of transactional language. And the last is extensive (monologue) speaking. Extensive oral production tasks include speeches, oral presentation, and the story telling, during which the opportunity for oral interaction from listener is either highly limited.

The researcher choose interactive speaking assessment in this study in order to build good communication of the students so that they are able to interact with others in national and international competition.

2.2 Think-Pair-Share (TPS)

2.2.1 TheNature of TPS

According to Kagan (1994), Think-Pair-Share is a cooperative learning strategy that can and support higher level thinking. The teacher asks students to a specific topic, pair with another students to discuss their thinking and share their ideas with the group.

Lyman (1981) defines "think-pair-share as a cooperative learning strategy that can promote and support higher level. It is a low-risk strategy to get many students actively involved in classes of any size and be modified to fit any class size and situation. Students do not have to move from their current seats and discussion can be guided".

Think-Pair-Share can be applied at any given moment in the classroom. For example, when approaching a solution, solving a math problem, before a science experiment, or after reading a passage or chapter of a book you may ask students to take a moment to think about a particular question or issue and then turn to their neighbor and share their thoughts. Sharing can be also be done in small groups. Some times you will want to have pairs or groups summarize their ideas for the whole class.

The procedure is simple: after asking a question, tell students to think silently about their answers. Write-pair-share, a variation of think-pair-share, gives students a chance to collect written responses from each student or each pair before or after discussing the answer (Lyman, 1981). And then ask them to pair up with a partner to compare

or discussion their responses. Finally, call randomly on a few students to summarize their discussuion or give their answer. The random calls are important to ensure that students are individually accountable for participating.

2.2.2   Steps of Think-Pair-Share (TPS)

According to Yerigan (2008) as cited in Azlina (2010), there are three stages in implementing Think-Pair-Share technique. It is described as follows.

1. Think- Individually

    Each student think about the given task. They will be given time to jot down their own ideas or response before discussing it with ther pair. Then, the response should be submitted to the teacher before continue working with pair.

2. Pair- with partner

    The learners need to form pairs. The teacher needs to cue students to share their response with the partner. In this stage, each pair of students discussion, their ideas about the task. Form the result of the discussion, each pair concludes and produces their final answer.

3. Share- to the whole class

    The teacher asks pairs to share the result of discussion or students responses, within learning team, with the rest of the class,

or with the entire class during a follow-up discussion. In the stage, the large discussion happens in which each pair facilitates class discussion in order to find similarities or differences to words the response or opinions from various pairs.

Form the explanation above, it can be concluded that the teacher gives students time to discuss a discussion topic or a question. Second, the students are divided into pairs and they have to share, discuss and convey the opinion with pairs. Last, representative students share their ideas in whole class or other pairs.

2.2.3 The Benefit of Think-Pair-Share (TPS)

1. For students

According to Banikowski and Mehring, 1999; Whitehead, 2007 cited on Azlina (2010), there are some benefits of TPS. The first benefit is that TPS can improve students' confidence. Many students feel more confident when they discuss with their partners first before they have to speak in a larger group or in front of the class. Thingking becomes more focused when it is discussed with a partner.

The second is the user of timer gives all students the opportunity to discuss their ideas. At this knowledge construction stage, the students will find out what they know and not know which is very valuable for students. Therefore, students are actively

engaged in thinking. From the opportunity, students will be more critical thinking to discuss and reflect on the topic. Students have an opportunity to share their thinking with at least one other student, thereby increasing their sense of involvement.

Last, the Think-Pair-Share technique improves the quality of the students' responses. It enhances the student's communication skills as they have ample time to discuss their ideas with one another. Therefore the responses received are often more intellectually concise since students have had a chance to reflect their ideas.

From the statement above, it can be concluded that Think-Pair-Share has many advantages. They are linking from other students, improving students' confidences, giving opportunities to share their ideas, promoting their critical thinking, and improving the quality of the students' responses .

2. For teachers

The advantages of Think-Pair-Share are not only for students but also for teacher. By using the TPS technique, teacher can build enjoyable atmosphere in the teaching and learning process. The teachers a new situation to make their students speak up. They motivate their students to be brave to express their ideas or feeling and to answer question in the speaking class. Therefore,

the classroom is not a silent class anymore since the students become active students.

Secondly, the teacher can manager the classroom. It is not teacher-centered anymore. The teacher considerthe students as the center of the teaching and process. It is not spending time to choose the students to answer the question and ask them to share it in front of the class. The teachers will be more creative to make new materials to discuss in teaching an learning process. This technique is not only to give the students' opportunities but also it gives the opportunity to observe all the students as they interact in pairs and get an ideas of whether all students understand the content or if there are areas that need to be reviewed.

2.2.4 The weaknesses of Implementing TPS

The Think-Pair-Share technique requires the students to work in and a group. Lie (2008) states that the problem of working in pairs are two problems. First, there are a lot of groups. Because of it, the teacher has to monitor the students. Second, because a team consists of two students, they have less ideas. In addition, they may feel bored if they have to work together eith the same team members. To overcome the problem, the teacher can switch the member. For example the teacher divides the students based on the number of students, the number of the desk, or depends on the students' choices. From the solution, they can interact with other

student in the class. Thus, it can minimize their boredom in implementing this technique.

It can be concluded that using of TPS is a goo technique for teaching English. However, there are some problems that may appear in using this technique. It is difficult to assist all students during the discussion since they have so many groups. Consequently, teacher should be careful in implementing this technique to minimize the problems.

2.3   Conceptual Framework

According to the observation in Yayasan Pendidikan SMP Bina Satria, the researcher discovered some problems in the process of speaking. One of the problems is related to the condition of students who are shy to deliver their opinions in English. They said their opinions in a whisper. They are not confident to deliver their opinions. They do not raise their hands and wait until the teacher calls his/her name. Moreover, they still lack vocabulary items. They find it hard to convey their ideas. The activities are monotonous that the students mostly heard and answer. Consequently, they find the activities boring and uninteresting at all.

Based on the class problems, the TPS will be applied as a technique in the effort to improve the speaking ability of students. Think-Pair-Share is used since the teacher seldom puts the students

in pairs during the teaching can be facilitated through working in pairs. By working in pairs, it will simultaneously give a positive impact to the students' vocabulary self-esteem, pronunciation and learning materials. They have chance to practice speaking with his/her partner.

2.4   The Previous Studies

Previous Studies relevant to this research is among others ErlinaDewiSanjani   research (2015) about *Improving Students' Speaking Ability Using Think Pair Share Of Cooperative Learning For The 8th Grade Student Of MTs N KARANGMOJO In The Academic Year Of 2014/2015*.Erlina Research is relevant to the researcher because it is the same as discussing the improvement of speaking ability and the use of think pair share stratrgy.

Yuliana Sulistyorini research (2011) about *The Use Of Think Pair Share Strategy To Improve Student' Speaking Ability For The Ten Grade Students Of SMA N 1 KARANGKOBAR In The Academy Year Of 2010/2011*. Yuliana Research is relevant to the researcher because it is the same as discussing the improvement of speaking ability and the use of think pair share strategy.

Asha Maharani research (2017) about *Improving students' speaking Ability In Asking And Giving SugesstionTrought Talking Stick Method At SMP SwastaSinarHusni Medan In Academic Year*

2016/2017. Asha Research is relevant to the researcher because it is

the same as discussing the improvement of speaking ability.

CHAPTER III

RESEARCH METHODE

3.1 Research Design

This research is a type of action research (classromm acction research). According to Arikunto, Suhardjono, and Supardi (2015: 1), classroom action research is a study that explains the cause-effect of treatment, as well as describes what happens when treatment is given, and describes the entire process from the beginning of treatment to the effects of treatment the. This, it can be said that Classroom Action Research is a kind of research that describes both process and outcomes, which conduct Classroom Action Research in its classroom to improve the quality of its learning.

Figure 3.1
Classroom Action Research Implementation Design
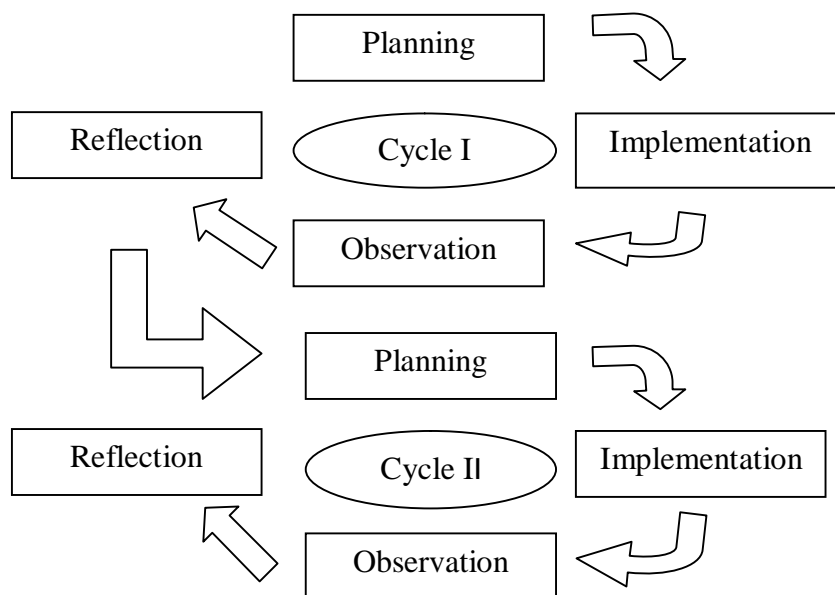
The main principles in classroom action research are (1) the main task of educators and education personnel is to organize good and quality learning; (2) researching is an integral part of learning, which does not require time specificity or data collection methods; (3) research activities which are an integral part of learning must be carried out while still relying on scientific lines and rules; (4) the problems experienced are real learning problems which concern professional responsibility and commitment to the diagnosis of big problems rather than real events that take place in the context of true learning; (5) consistency of attitude and care in improving and improving the quality of learning is very necessary; (6) the scope of the problem of classroom action research should be limited to the problem of learning in class, but can be extended to levels outside the classroom, for example the system or institution level.

Based on the opinions of the experts above it can be concluded that classroom action research is a form of research that is reflective by taking certain actions to improve by improving the quality of classroom learning practices so that students can obtain better learning outcomes. Further explained that Classroom Action Research includes four stages of the action research model, namely planning, implementing, observing, and reflecting.

This type of research is conduct with the reason to be able to observe the improvement of speaking skills including the learning process

and results with the implementation of Think-Pair-Share strategies. From the results of preliminary observations conducted by the researcher, it was found out that speaking skills had never been done using Think-Pair-Share strategies. Based on these circumstances, this study is expected to help students improve their speaking skills.

3.1.1 Research Procedure

This class action research procedure is carried out in two cycles. In this study, researchers used the following research procedures:

1. Planning

At this stage the researcher went to SMP YP Bina Satria to ask permission of research to headmaster to conduct research of class action in junior high school. Researcher requested permission accompanied by research permit from Dean of FKIP UMSU. Researchers also meet English teacher grade VIII to plan and prepare for the initial survey activity.

2. Implementation

At this stage the researcher uses the initial survey on the students of class VIII. This initial survey aims to determine the condition and ability of students in speaking. The activity carried out in this initial survey was to observe the course of learning carried out by the teacher.

3. Observation

Implementation cycle in this research that is cycle I and cycle II. Each cycle includes four stages: (1) planning stage; (2) the stage of action implementation, (3) the observation stage, and (4) the reflection stage.

4. Reflection

At this stage of the reflection the researcher will see the results of the stage of action and observation. Negative results can be used as material improvement in cycle II.

3.2 Subject and Object of Research

3.2.1 Research Subject

The subject of this research is speaking skills using think-pair-share strategy for students of class VIII of SMP YP Bina Satria. The students in the class numbered 25 students, 13 women and 12 men in the odd semester of 2018/2019 school year.

3.2.2 Research Object

The object of this research is The Use of Think-Pair-Share Strategy to improve students' speaking ability in SMP YP. Bina Satria to improve the speaking skills of grade VIII students.

3.3 Types of Research

This type of research is classroom action research to improve students' English problem solving skills by using Think-Pair-Share strategy on speaking material in class VIII of YP SMP Bina Satria

3.3.1   Cycle I

The process of classroom action research in cycle I consists of feour stages: planning, action, observation, and reflection. The research process can be described as follows:

1. Planning

At this stage the researcher prepares all that is needed in speaking from the beginning to the end of the study, so that the expected results of this study are in accordance with what the researcher expected. The steps of the planning process include: (1) developing learning implementation plans related to speaking with the Think-Pair-Share strategy, (2) preparing learning materials, (3) developing test instruments and nontes (observation guides, interview guides, and documentation); and (4) collaborate with classroom teachers and peers about the learning activities to be implemented.

2. Implementation

The action to be taken must be in accordance with what has been planned. The action taken by the author in general is to carry out the speaking learning process using Think-Pair-Share strategy.

This stage includes three stages: apperception, learning process, and evaluation.The apperception stage is the stage of conditioning students to be ready to carry out the learning process. This apperception stage is in the form of teacher activities addressing students, asking about the situation, provoking students to convey the obstacles experienced during the speaking learning process.

a. Think- Individually

Each student think about the given task. They will be given time to got down their own ideas or response before discussing it with ther pair. Then, the response should be submitted to the teacher before continue working with pair.

b. Pair- with partner

The learners need to form pairs. The teacher needs to cue students to share their response with the partner. In this stage, each pair of students discussion, their ideas about the task. Form the result of the discussion, each pair concludes and produces their final answer.

c. Share- to the whole class.

The teacher asks pairs to share the result of discussion or students responses, within learning team, with the rest of the class, or with the entire class during a follow-up discussion. In the stage, the large discussion happens in which each pair facilitates class discussion in order to find similarities or

differences to words the response or opinions from various pairs.

Form the explanation above, it can be concluded that the teacher gives students time to discuss a discussion topic or a question. Second, the students are divided into pairs and they have to share, discuss and convey the opinion with pairs. Last, representative students share their ideas in whole class or other pairs.

3. Observation

Observations are made by researchers, peers and classroom teachers. Observations made during the learning process take place. In this observation, all events related to learning will be revealed, both student activities during learning activities and student responses to learning methods. Data development is done through tests and nontes.In this observation process, the data is obtained through several ways, among others (1) written test to know the students' speaking skills and improvement after two cycles, (2) student observation to know all the behavior or activity of students during the learning activity, (3)) photo documentation that is very important as a report in the form of an overview of student activity during the study. This strengthens the others, namely as explaners and other

supporting data. All the data will be described in the form of a complete description.

4. Reflection

At this stage of the reflection the researcher will see the results of the stage of action and observation. Negative results can be used as material improvement in cycle II. from the evaluation results that can be used as a reflection are (1) the disclosure of the advantages and disadvantages of the model used by the teacher in the learning process, (2) the disclosure of the researchers' observations, (3) the disclosure of actions taken by students, and (4) the disclosure of actions dilaukan by researchers during the learning process. From the results of the reflection can be arranged learning implementation plan for cycle II. Problems that arise in the first cycle will be found solution solving on cycle II, whereas if there are advantages will be maintained and improved.

3.3.2 Cycle II

The action process in cycle II is a continuation of cycle I, the process is the same as in cycle I, but in cycle II is an improvement phase in the cycle I learning process. Cycle I has not provided clear data on improving speaking skills using think-pair-share strategy to students, so that in the first cycle the ability to speak students can not be said to increase, because in the first cycle the research has

not been implemented so that in the first cycle can not be deduced. The improvement in the learning process of cycle II lies in the preparation of learning, conditioning the learning atmosphere to be more calm and concentration.The steps in cycle II are planning, action, observation, and reflection.

1. Planning

    In the planning phase in this second cycle, learning has been improved and refined. In this stage the deficiencies that occur in cycle I are corrected. The teacher also prepares test and non-test questions for cycle II and coordinates again with subject teachers.

2. Implementation

    Actions taken in cycle II are improvements in cycle I by correcting errors and completing deficiencies. Actions in cycle II are different from cycle I, namely before students start speaking, explained in advance the errors that occur in cycle I, then students are given direction and guidance so that in the implementation of speaking activities in cycle II become better.

3. Observation

    Observations of students are carried out during the learning process, in this second cycle, there was an increase in student behavior test results. Students' behaviors observed include

student activity in carrying out tasks, the way students convey the results of their assignments, the way students respond.

4. Reflection

This reflection is obtained by paying attention to the results of tests and non-test results which include student observation, interviews, and photo documentation. In this second cycle, reflection is intended to make conclusions and to know the effectiveness of using think-pair-share strategy in speaking and to see the improvement of speaking skills, as well as to find out changes in students' behavior after participating in learning activities.

3.4   Data and Data Sources

3.4.1   Data

The data in this class action research are facts and figures about improving speaking skills using think-pair-share strategy for students of class VIII of YP SMP Bina Satria.

3.4.2   Data Sources

Sources of data collected from this study include:

3.4.2.1 Resource persons are teachers and students of class VIII of SMPYP. Bina Satria.

3.4.2.2 Places and events of English learning activities are held in class when there is a teaching and learning process using think-pair-share strategy. The documents and archives used

include data on the number of students, teachers, a list of grades for grade VIII students of SMP YP Bina Satria, K13 and other data that support the implementation of the research.

3.5 The Technique of Data Collection

The technique used to collect data is by tests and nontes to measure the improvement of speaking skills with think-pair-share strategies. The data obtained in this study include qualitative data and quantitative data.

3.5.1 Technical Test

Data in the study were obtained using tests. The test was conducted twice, namely in cycle I and cycle II. Test material refers to aspects of speaking. The author carries out a test that is every student speaks English. Evaluation of the process of learning to speak English is used a question and answer test. The results of the first cycle test were analyzed to find out students' weaknesses, which subsequently became the basis for completing the second cycle. The results of the second cycle were analyzed so that it could be known the increase in speaking skills using think pair share strategy. The Students' test was score by following Harris' theory (1969) as following:

Table 3.1
Speaking Measurement

Components Speaking Measurement	Points	Behavioral Statements
Pronunciation	5	Has few trace of foreign accent
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciationproblems necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems. Must frequently be repeated
	1	Pronunciation problems to sevare as to make speech virtuallyun intelligible.
Grammar	5	Makes few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and word order errors which do not, however, obscure meaning.
	3	Makes frequent errors of grammar

		and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difiicult. Must often rephrase sentences and/or restrict himself to basic patterns.
	1	Errors in grammar and idioms is virtually unintelligble.
Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
	4	Sometimes uses un appropriate terms and/or rephrase ideas because of lexical inadequancies.
	3	Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite dificult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.

Fluency	5	Speech as fluent and efforless as that of a native speaker.
	4	Speed of speech seems to be slightly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant, often forced into silence by language limitations.
	1	Speech is as halting and fragmentary as to make conversation virtually imposible.
Comprehension	5	Appears to understand everything without difficulty.
	4	Understands nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understands most of what is said at slower than normal speed with repetitions. Has great difficulty following what is said.
	2	Can comprehend only "social

		conversation" spoken showly and with frequent repetitions.
	1	Cannot be said to understand even simple conversation English.

Table 3.2
Guidelines for Assessment of Speaking Skills

No.	Score Interval	Category
1	85-100	Very Good
2	75-84	Good
3	65-74	Enough
4	0-64	Minus

Based on the table above it can be seen that students will get the highest score from the five aspects of assessment that have been determined if students have got the maximum score. That way students will get the maximum value if the student has got a total score of 100 of the total scores of the five aspects obtained. Students' final grades can be obtained using the following formula:

The maximum score was 25

Score: $\frac{the\,result\,of\,the\,score}{maximum\,score} \times 100$

3.5.2   Technical Nontest

1. Observation

Arikunto (2006:156) states that "observation is an activity of observing that is focused on objects by using all humanequipment of looking". So, in this classroom observation, the research used systematic observations. The object oofobservation were students activity in English language teaching learning. The research used the checklist observation to make it more systematic, containing list of student's activity and response or happening which might happen. This observation was done by the research for the sake of seeing see and knowing about the condition of class and students which include teaching learning process, the student's motivation, the student's difficult or problems in speaking English, and their understanding about the material given that can be seen from their attitude, behavior, and response.

Table 3.3
Format of student observation sheets

NO	INFORMATION	NUMBER OF ACTIVE STUDENT	PERSENTAGE
1	Readiness of students in participating in learning		
2	Student activity in asking and answering questions		

3	Students' seriousness in listening to the teacher explanation		
4	Orderly in learning		
5	Students' seriousness in participating in learning		

Table 3.4
Format of teacher observation sheets

NO	Activity	Observation Result			
		VG	G	E	M
1.	Skills to open and close lessons				
2.	Explaining skills				
3.	Use of think pair share strategy				
4.	Provide reinforcement				
5.	Questioning skill				
6.	Manage class				

Assessment criteria :

VG :Very Good (4)   E : Enough (2)

G :Good (3)   M : Minus (1)

2. Interview

Atrikunto (2006:155) ststes that " interview is a dialoq done by the interviewer to get informayion from the interviewer". So, interview was done by the research before the teaching learning cyle I and cycle

II. Here, the research interviewed the real English teacher (collaborator) about the students' difficult in speaking Englsih and students' condition in speaking activity.

a. Interviewe format sheet : English teacher

Questions:

1. Dapatkah ibu menjelaskan kepada saya bagaimana cara ibu mengajar di kelas yang ibu ampu?

2. Bagaimana kemampuan bahasa inggris siswa kelas VIII terutama speaking?

3. Apa kendala yang sangat signifikan dalam mengajar speaking di kelas VIII?

4. Bagamaina cara ibu mengatasi kendala atau masalah tersebut?

5. Aktivitas apa saja yang ibu biasa lakukan dalam mengajarkan speaking dikelas VIII?

b. Interviewee: students

Questions:

1. Apakah anda suka dengan bahasa inggris?

2. Menurut anda mana yang lebih sulit listening, speaking, reading, atau writing?

3. Bagian manakah yang menurut anda itu susah?

4. Apa yang anda lakukan untuk mengatasi kesulitan tersebut?

5. Apa yang anda inginkan dalam pelajaran bahasa inggris?

3. Documentation

The documentation guideline in this study aims to obtain non-test data in the form of images taken in the ongoing learning process of cycle I and cycle II. This is intended to be evidence that research into the use of think pair share strategy to improve students' speaking ability truly real is done by researcher.

CHAPTER IV
DATA ANALYSIS AND DISCUSSION

4.1 Data Analysis

The collect of the data, researcher did the observation in the classroom and interviewing the teacher and the students. Then researcher consulted with the teacher about what they should do. Focus of this research was actions which were done in two cycle. The class was chosen is SMP Bina Satria which consisted of 30 students.

4.1.1 Report of Cycle I

Researcher as the teacher tried to increase the students' speaking ability trough think pair share strategy. Think pair share strategy would be success to enhance the students' speaking ability. The detail of the cycle I as follow :

1. Planning

   Researcher prepared and made a lesson plan, the material that related to the oral test, they are pronouncation, grammer, fluency, vocabulary, comprehension, and topic that will they discuss. All of the materials above use by me to taught the students in the classroom

2. Acting

   This stage includes three stages: apperception, learning process, and evaluation.

   1) Think- Individually : Each student think about the given task. They will be given time to got down their own ideas or response before

discussing it with ther pair. Then, the response should be submitted to the teacher before continue working with pair.

2) Pair- with partner : The learners need to form pairs. The researcher needs to cue students to share their response with the partner. In this stage, each pair of students discussion, their ideas about the task. Form the result of the discussion, each pair concludes and produces their final answer.

3) Share- to the whole class : The researcher ask pairs to share the result of discussion or students responses, within learning team, with the rest of the class, or with the entire class during a follow-up discussion. In the stage, the large discussion happens in which each pair facilitates class discussion in order to find similarities or differences to words the response or opinions from various pairs.

Table 4.1
The Score of Students Speaking Test Cycle I

No	Subyek	Score per Aspect					Score
		Pronunci ation	Grammer	Vocabulary	Fluency	Comprehensi -on	
1	AP	25	15	15	10	10	75
2	AM	15	15	10	10	10	60
3	AP	15	15	15	10	10	65
4	AA	20	20	15	10	10	75
5	CD	20	20	15	10	10	75
6	C	25	15	15	10	10	75
7	DS	20	20	15	10	10	75
8	DP	15	15	15	10	10	65

9	DA	20	15	15	10	10	70
10	EJ	20	20	15	10	10	75
11	FM	20	15	15	10	10	70
12	IF	20	15	10	10	10	65
13	JP	25	15	15	10	10	75
14	JTH	25	20	15	10	10	80
15	KA	15	15	15	10	10	65
16	LA	20	20	15	10	10	75
17	MA	25	20	15	10	10	80
18	M	20	10	10	10	10	60
19	N	15	20	10	10	10	65
20	NAP	15	20	10	10	10	65
21	PP	20	20	15	10	10	75
22	RW	20	15	10	10	10	65
23	RS	15	20	10	10	10	65
24	SF	25	20	15	10	10	80
25	SI	15	20	15	10	10	70
26	SA	25	20	15	10	10	80
27	ST	20	20	15	10	10	75
28	SA	25	20	15	10	10	80
29	WA	15	15	10	10	10	60
30	YZH	20	20	15	10	10	75
Total		**595**	**530**	**410**	**300**	**300**	**2135**
Mean		**19,83**	**17,67**	**13,67**	**10**	**10**	**71,17**
Complete		**16**			**53,33%**		
Not complete		**14**			**46,67%**		

Table 4.2
Percentage of Students' Speaking Ability Siklus I

No	Category	Score Interval	Frequency	Percentage	Information
1.	Very Good	85-100			
2.	Good	75-84	16	53,33%	Tuntas
3.	Enough	65-74	11	36,66%	Tidak Tuntas
4.	Minus	0-64	3	10%	Tidak Tuntas
Total			30	100%	
Level of completeness : 16 : 30 x100= 53,33%					
Incomplete percenrge : 14 :29x100=46,67%					

Based on the result of the research cycle I, speaking skill of 8th grade students got 16 students who where complete and 14 students who where not complete. From the result of the study it was stated that the students' speaking ability unsatisfactory because it was not yet in accordance with the success of the target in the Standart of Minimum Completeness ≥75 and the minimum completeness criteria were 75% of the nuber of students.

Based on the analysis above, the researcher and the teacher of English language need to make improvements to the improvement of the learning process by setting the right stage of action in improving students' speaking ability by doing cycle II.

3. Observing

Observations are made by researchers, peers and classroom teachers. Observations made during the learning process take place.In this observation, all events related to learning will be revealed, both student activities during learning activities and student responses to learning methods.In this observation process, the data is obtained through several ways, among others (1) written test to know the students' speaking skills and improvement after two cycles, (2) student observation to know all the behavior or activity of students during the learning activity, (3) photo documentation that is very important as a report in the form of an overview of student activity during the study.

Table 4.3
Student Observation Sheets Cycle I

NO	Information	Number Of Actiive Student	Percentage
1	Readiness of students in participating in learning	$\frac{13}{30} x\ 100$	43,33%
2	Student activity in asking and answering questions.	$\frac{2}{30} x\ 100$	6,67%
3	Students' seriousness in listening to the teacherexplanation	$\frac{12}{30} x\ 100$	40%
4	Orderly in learning	$\frac{13}{30} x\ 100$	43,33%
5	Students' seriousness in participating in learning	$\frac{16}{30} x\ 100$	53,33%

Table 4.4
Teacher Observation Sheet Siklus I

NO	Activity	Observation Result			
		VG	G	E	M
1.	Skills to open and close lessons		√		
2.	Explaining skills	√			
3.	Use of think pair share strategy		√		
4.	Provide reinforcement	√			
5.	Questioning skill		√		
6.	Manage class		√		
	Total	20			
	Mean	83,33			
	Caategory	Good			

Assessment Criteria :

VG : Very Good (4)   E : Enough (2)

G : Good (3)   M : Minus (1)

4. Reflecting

At this stage of the reflection the researcher will see the results of the stage of action and observation. Negative results can be used as material improvement in cycle II. from the evaluation results that can be used as a reflection are (1) the disclosure of the advantages and disadvantages of the model used by the teacher in the learning process, (2) the disclosure of the researchers' observations, (3) the disclosure of actions taken by students, and (4) the disclosure of actions dilaukan by researchers during the learning process. From the results of the reflection can be arranged

learning implementation plan for cycle II. Problems that arise in the first cycle will be found solution solving on cycle II, whereas if there are advantages will be maintained and improved.

4.1.2   Report of Cycle II

The process is the same as in cycle I, but in cycle II is an improvement phase in the cycle I learning process. Cycle I has not provided clear data on improving speaking skills using think-pair-share strategy to students, so that in the first cycle the ability to speak students can not be said to increase, because in the first cycle the research has not been implemented so that in the first cycle can not be deduced. The improvement in the learning process of cycle II lies in the preparation of learning, conditioning the learning atmosphere to be more calm and concentration.The steps in cycle II are planning, action, observation, and reflection.

1.   Planning

In the planning phase in this second cycle, learning has been improved and refined. In this stage the deficiencies that occur in cycle I are corrected. The teacher also prepares test and non-test questions for cycle II and coordinates again with subject teachers.

2.   Acting

In the planning phase in this second cycle, learning has been improved and refined. In this stage the deficiencies that occur in cycle

researcher are corrected. The teacher also prepares test and non-test

questions for cycle II and coordinates again with subject teachers.

Table 4.5
The Score of Students Speaking Test Cycle II

No	Subject	Score per Aspect					Score
		Pronunciation	Grammer	Vocabulary	Fluency	Comprehension	
1	AP	25	20	20	10	10	85
2	AM	25	15	15	10	10	75
3	AP	25	15	15	10	10	75
4	AA	25	20	20	10	10	85
5	CD	20	20	20	10	10	80
6	C	25	15	20	10	10	80
7	DS	25	15	15	10	10	75
8	DP	25	15	15	10	10	75
9	DA	25	15	15	10	10	75
10	EJ	20	15	20	10	10	75
11	FM	20	20	15	10	10	75
12	IF	25	15	15	10	10	75
13	JP	25	15	20	10	10	80
14	JTH	25	20	15	10	10	80
15	KA	20	15	20	10	10	75
16	LA	20	20	15	10	10	75
17	MA	25	20	15	10	10	80
18	M	25	20	15	10	10	80
19	N	25	20	15	10	10	80
20	NAP	20	20	15	10	10	75
21	PP	20	20	15	10	10	75
22	RW	25	15	15	10	10	75

23	RS	20	20	15	10	10	75
24	SF	25	20	20	10	10	85
25	SI	20	20	15	10	10	75
26	SA	20	20	15	10	10	75
27	ST	20	20	15	10	10	75
28	SA	25	15	15	10	10	75
29	WA	25	15	15	10	10	75
30	YZH	20	20	15	10	10	75
Totaal		**690**	**535**	**490**	**300**	**300**	**2315**
Mean		**23**	**17,84**	**16,33**	**10**	**10**	**77,17**
Tuntas		**30**			**100%**		
Tidak Tuntas		**0**			**0%**		

Based on the table above, it can be explained that the acquisition of the average score of speaking ability of 8th grade students is 77,17. This showsan increase compared to cycle I wich is 71,17. Based on the average score obtained from activity cycle I is 71,17 and the level of completeness is only 53,33% who still achieve completeness. After being implemented in cycle II, it appears that there is an increase with an average of 77,17 and level of completeness 100% due to using think pair share strategy. Will become clearer in the table below.

Table 4.6
Percentage of Students' Speaking Ability Siklus II

No	Category	Score Interval	Frequency	Percentage	Information
1.	Very Good	85-100	3	10%	Complete
2.	Good	75-84	27	90%	Complete

3.	Enough	65-74			
4.	Minus	0-64			
Total			30	100%	
Tingkat Ketuntasan : 30 : 30x100= 100%					
Presentase yang Tidak Tuntas : -					

Based on the result of the cycle II research, the ability to speak 8th grade students had 30 students completed, from the assessment of the results of the data stated that the ability to speak students included successful and satisfying because it has exceeded the classical completeness value of English language lesson that is 75% and the value of Standart of Minimum Completeness ≥ 75.

3. Observing

The observation was still done for the last time. The activity of students was observed and it showed that most of the students did not have problems anymore in speaking. They really liked the topic discussion which given by teacher. They were active during teaching and learning process and more enthusiastic than before.

Table 4.7
Students Observation Sheet Cycle II

NO	Information	Number of Active Student	Persentage
1	Readiness of students in participating in learning	$\frac{19}{30} x\ 100$	63,33%
2	Student activity in asking and answering questions	$\frac{6}{30} x\ 100$	20%
3	Students' seriousness in listening to the teacher explanation	$\frac{18}{30} x\ 100$	60%
4	Orderly in learning	$\frac{16}{30} x\ 100$	53,33%
5	Students' seriousness in participating in learning	$\frac{16}{30} x\ 100$	53,33%

Table 4.8
Teacher Observation Sheet Cycle II

NO	Activity	Observation Result			
		VG	G	E	M
1.	Skills to open and close lessons		√		
2.	Explaining skills	√			
3.	Use of think pair share strategy		√		
4.	Provide reinforcement	√			
5.	Questioning skill		√		
6.	Manage class		√		
	Total	20			
	Average	83,33			
	Criteria	Good			

Aassessment Criteria :

VG   : Very Good (4)   E : Enough (2)

G   : Good (3)   M : Minus (1)

4. Reflecting

This reflection is obtained by paying attention to the results of tests and non-test results which include student observation, interviews, and photo documentation. In this second cycle, reflection is intended to make conclusions and to know the effectiveness of using think-pair-share strategy in speaking and to see the improvement of speaking skills, as well as to find out changes in students' behavior after participating in learning activities.

4.1.3 Improved Students' Speaking Ability of Cycle I and Cycle II

The learning process in this research that has been carried out by researchers by using think pair share strategy to improve speaking in class VIII students of SMP YP Bina Satria has obtained research results by stating that students' ability to speak using think pair share strategies can increase. The results of this study can be seen from the assessment tests given to students to be done in each of the stages of learning activities that have been carried out by researchers, namely cycle I and cycle II. The following tables and diagrams increase speaking ability from cycle I to cycle II.

Table 4.9
**Improved Students' Speaking Ability of Cycle I and Cycle II**

No	Subjek	Students Score		Improved Score of Cycle I and Cycle II
		Cycle I	Cycle II	
1	AP	75	85	10
2	AM	60	75	15
3	AP	65	75	10
4	AA	75	85	10
5	CD	75	80	5
6	C	75	80	5
7	DS	75	75	0
8	DP	65	75	10
9	DA	70	75	5
10	EJ	60	75	15
11	FM	70	75	5
12	IF	65	75	10
13	JP	75	80	5
14	JTH	80	80	0
15	KA	65	75	10
16	LA	75	75	0
17	MA	80	80	0
18	M	80	80	0
19	N	80	80	0
20	NAP	60	75	15
21	PP	75	75	0
22	RW	65	75	10
23	RS	65	75	10

24	SF	80	85	5
25	SI	70	75	5
26	SA	65	75	10
27	ST	75	75	0
28	SA	65	75	10
29	WA	75	75	0
30	YZH	75	75	0
Avarage		**71,17**	**77,17**	**6**

Table 4.10
Improved Avarage Score Cycle I and Cycle II in each aspect

Aspek	Avarage Score		Improved
	Cycle I	**Cycle II**	
Pronuncation	19,83	23	3,17
Grammer	17,67	17,84	0,17
Vocabulary	13,67	16,33	2,66
Fluency	10	10	0
Comprehension	10	10	0
Total	71,17	77,17	6

Figure 4.1
Diagram Improved Students' Speaking Ability Cycle I and Cycle II
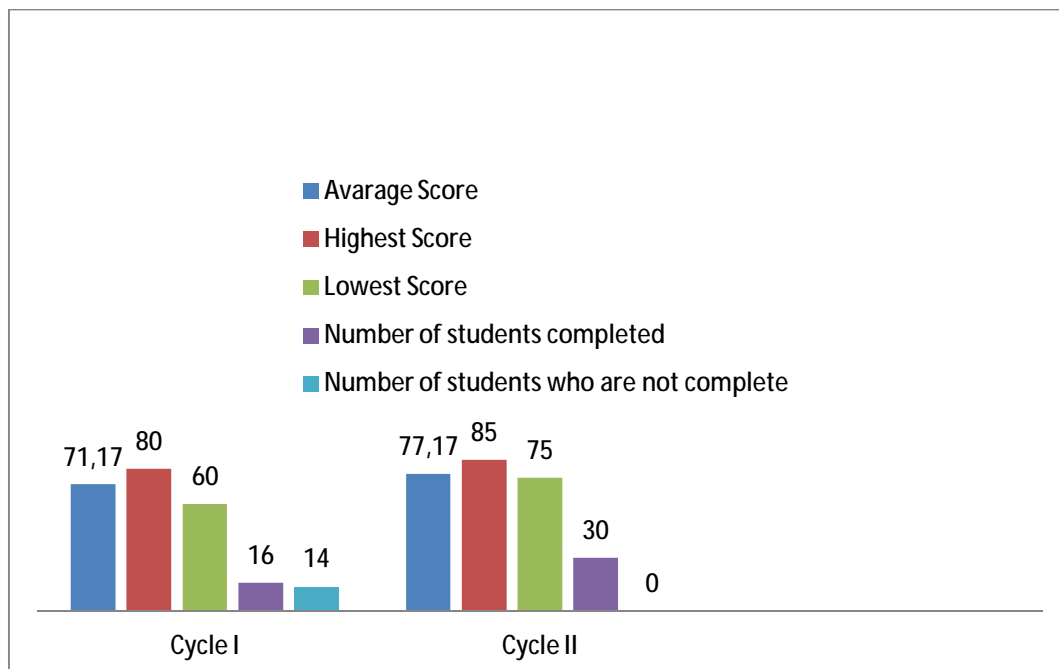
Based on the explanation above, the teacher and researcher stated that the learning process in implementing Think Pair Share strategy to improve the speking skills of VIII class of students SMP Bina Satria Medan has been going well and smoothly. Seen from the result f results of research in cycle I and cycle II increased according to Standart of Minimum Completeness ≥75 and percentage of classical completeness students 75%. Thus, it can be concluded that the use of Think Pair Share strategy can improve the speaking skills of class VIII of students SMP YP Bina Satria Medan.

4.2 Discussion

This research aimed at describing how Think-Pair-Share (TPS) could improve the speaking ability of class VIII students of SMP Bina Satria. This technique was implemented both in the first and thesecond cycle. The research findings showed that TPS was successful mproving the students' speaking ability. According to the actions,observation, and the reflections, the researcher found some facts as thefollowing.

First, TPS was able to gain students' self confidence. Previously, theywere shy to speak up their mind. The students were not confident toperform speaking in front of the class. During the implementations of TPS, they have a lot of chances to interact with their partner and theirgroup. This interaction encouraged them to speak English more, yet theyshould not feel shy because all of the students were also practicing.

Second, TPS was able in giving the students more opportunity to speak up their minds. The approach of teaching and learning process was not teacher-centre anymore. The students could explore their speaking ability in English. Therefore, they could improve the speaking ability since language is a matter of habits.

Third, TPS was able to improve the students' speaking ability in some aspects like fluency, vocabulary, pronunciation, and intonation. By using this technique, the students had more opportunities to be able to speak in English since they had a partner to share their ideas and gave feedback.

Fourth, TPS was able to increase the students' motivation in speaking. The students were motivated to show their improvement in speaking because the class

situation was active and enjoyable. Besides, in order to increase the students' motivation, the teacher needed to do other actions in improving the students' motivation by giving rewards to the active students. By giving the reward, the teacher could attract the students' attention.

The last, the implementation of TPS technique provides positive effects to the students' speaking ability. The students were able to speak fluently and confidently after they had been taught by using TPS. In addition, the steps in conducting TPS facilitate them to have chances to practice and encourage their motivation to speak English. Therefore, TPS technique required them to be the active speaker in every activity.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

This research was implemented to class VIII of students SMP Bina Satria in academic year of 2017/2018 started on September, 2017, during the first semester of the academic year of 2017/2018.

1. The research that was carried out in two cycles was successful in improving the students' pronunciation, intonation and stress, comprehension, grammatical mastery, vocabulary and confidence.

2. The researcher implemented the TPS technique and some additional actions, namely using classroom English, vocabulary practice, giving feedback to the students' pronunciation, and pronunciation drill.

3. Those actions gave an improvement in the students' speaking skills. However, there were some unsuccessful actions in Cycle I needed to be improved. Therefore, the researcher decided to conduct Cycle II.

The actions in Cycle II were using TPS technique, classroom English, vocabulary practice, giving feedback to the students' pronunciation, pronunciation drilling, and giving rewards to the best performance. There were some actions from Cycle I that were revised in Cycle II. In Cycle I, the teacher divided the students based on the position of their seat. However in Cycle II,

the researcher grouped the students based on their ability. It helped the passive students to be active. The class management was also improved during Cycle II.

Based on the result of the speaking performance tests, the students made a better improvement in their speaking ability. It could be seen from the mean of the cycle II that is higher than the mean of the cycle I by 77,17.

5.2 Suggestions

Based on the result of the research, Some suggestions are given to the participants who are closely related to this research. The following suggestions are offered :

1. For the English Teacher

The English teacher should consider the students' needs and interest before designing the speaking materials. It is important for the teacher to use various techniques that are appropriate with the students' needs because it can reduce the students' boredom and monotonous during teaching and learning process. It is useful for them to use TPS technique as one of the appropriate techniques in teaching speaking.

2. For Students

Through the Think-Pair-Share technique, the students have opportunities to share their ideas. It also improves students' ability and motivation.

3. For Other Researchers

The weakness of this study is its limited time in implementing the actions.

Other researchers who are interested in the same field are recommended to implement the actions in a longer period of time to get more maximum results so that the improvement will be more significantly seen.

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