THE USE OF THINK PAIR SHARE METHOD ON STUDENTS' SPEAKING SKILL AT SMA NEGERI 2 SELAYAR

A Thesis

Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Part Fulfillment
of the Requirement for the Degree of Education in English Department

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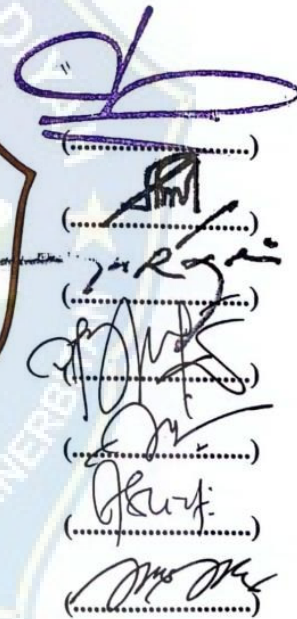**UNIVERSITAS MUHAMMADIYAH MAKASSAR**

2024

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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Day / Date	Chapter	Note	Sign
11 - 12 - 2023	Appendix	Please Provide the lesson plan of your treatment process.	
13 - 12 - 2023	IV	Please emphasize the way you teach students foccesing on Grammar & Pronunciation using the method TPS.	
15 - 12 - 2023	III	Make sure you understand the use of SPSS.	
16 - 12 - 2023	II	Provide the grand theory of TPS (it's not clear yet)	
17 - 12 - 2023	II III . IV	Elaborate the scoring rubric. (is it suitable with the level of your students	
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10 – 11 – 2023		Revise abstract, do not put supervisor title. Double check the spelling	D.
20 – 11 – 2023		Revise problem statment	D.
25 – 11 – 2023		Use past tense in chapter III, especially for something that have you did. Like in procedure of collecting data.	D.
2 – 12 – 2023		Revise finding, match it with research question	D.
9 – 12 – 2023		Give more related studies in discussion. Revise bibliography. provide research article	D.
11 – 12 – 2023		Acc!	D.

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MOTTO

"Be Your Self"

I dedicated this thesis for my parents and for my self who have brought me to this world and this journey, without and never comparing me to anyone else

ABSTRACT

Sri Indrian Aris, 2023. *The use of think pair share method on students' speaking skills at SMA Negeri 2 Selayar.* Thesis majoring in English Education, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, supervised by Nurdevi Bte Abdul and Hilda Hafid.

This research aims to determine the effect of using the think pair share method on students' speaking abilities in terms of pronunciation and grammar. This research applies the Pre-Experimental Method by using one group to conduct research on the pre-test and post-test and collect data through pre-test and post-test instruments. The location of this research was taken in class X SMAN 2 Selayar with a total of 28 research subjects. Samples were taken using Total Sampling technique. The data obtained was also analyzed using the Microsoft excel program.

The findings of this research indicate that the application of the think pair share method can influence students' speaking abilities in terms of pronunciation and grammar. This can be proven by the score on the pre-test pronunciation of 66.07 increasing to 81.85 on the post-test score. Meanwhile, the pre-test grammar score was 60.89, increasing to 83.10 in the post-test score. Therefore, it is recommended that teachers try to use the think pair share method in teaching speaking.

Keywords: Teaching Speaking, Speaking Skills, Think Pair Share

ABSTRAK

Sri Indrian Aris, 2023. *The use of think pair share method on students' speaking skill at sma negeri 2 selayar.* Skripsi jurusan Pendidikan Bahasa inggris fakultas keguruan dan ilmu Pendidikan universitas Muhammadiyah makassar, dibimbing oleh Nurdevi Bte Abdul dan Hilda Hafid,. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan metode think pair share terhadap kemampuan berbicara siswa dalam hal pengucapan dan grammar. Penelitian ini menerapkan Metode Pra-Eksperimental dengan menggunakan satu grup untuk melakukan penelitian pada pre-test dan post-test dan mengumpulkan data melalui instrumen pre-test dan post-test. Lokasi penelitian ini diambil di kelas X SMAN 2 Selayar dengan jumlah subjek penelitian sebanyak 28 siswa. Sampel diambil dengan menggunakan teknik *Purposive Sampling*. Data yang didapatkan juga dianalisis menggunakan program microsof excel.

Temuan penelitian ini menunjukkan bahwa penerapan metode think pair share dapat berpengaruh pada kemampuan berbicara siswa dalam hal pengucapan dan grammar. Hal ini dapat dibuktikan dengan nilai pada pre-test pengucapan sebesar 66,07 meningkat menjadi 81,85 pada nilai post-test. Sedangkan nilai pre-test grammar sebesar 60,89 meningkat menjadi 83,10 pada nilai post-test. Oleh karena itu disarankan agar guru mencoba menggunakan metode think pair share dalam mengajar berbicara.

Kata kunci : Pengajaran Berbicara, Kemampuan Berbicara, Think Pair Share

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3. Dr. Ummi Khaerati Syam. S.Pd., M.Pd, the Head of English Education Department of FKIP, University of Muhammadiyah Makassarr.

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CHAPTER 1

INTRODUCTION

A. Background

Speaking is one of the most important skills in language learning besides listening, writing, and reading. A student who can speak means that student can convey his thoughts and opinions to the audience. Speaking plays an important role in human life to communicate. Without communication, no relationship is built. Speaking is a necessary tool for communication with others to convey ideas and thoughts. Speaking involves social interaction in which an individual produces speech to communicate and express himself to others. According to Burns (2017) speaking is complex because it is fast and constantly evolving which involves elements of doing different things at one particular time.

In addition, speaking can be defined as an interactive process of constructing a meaning that involves the production, acceptance, an processing information orally using speech organs. An idea is a message someone wants to convey to someone else. This means that the other person must be able to understand the message well. Based on Aminuddin in the journal Usma (2015) show that to understand the message well, speaking one must provide a natural communication which has certain features. And according to Harmer in the journal Putra (2017) that the ability to speak quickly is not about knowledge of speaking, but we can communicate with other people and get information. Besides that, be able to speaking well, there

are some components of speaking that should be realized by students and teacher.

Moreover, speaking is a productive skill that requires more practice to gain a sense of competence and mastery of the language. This means that speaking practice and mastery of language are very important in improving speaking skills. According to Cohen in the journal Roswati; M, Zaim; Radjab (2014), there are several important components in speaking skills. (1) fluency; people who appear fluent in speech must follow the pattern of language. (2) grammar; follow the correct grammar and must be controlled. (3) pragmatic competence; the person conveying the message must use a conversational device to be competent. (4) pronunciation; there is an influence in the pronunciation of the mother tongue. (5) sociolinguistic competence; in speaking must contain appropriate social, cultural and idioms. (6) vocabulary; people must increase the vocabulary and knowledge according to the field or expertise.

Furthermore, in learning to speak, students always get some problems in grammar, pronunciation, vocabulary, comprehension, and fluency. In addition, some students sometimes feel insecure to speak English because they are afraid to make some mistakes. In the teaching and learning process there are several ways that can be used to improve students' speaking skills. They are approaches, strategies, and methods. But sometimes teachers find it difficult to choose the right way, thus causing students to find it difficult to

improve their speaking skills. Some teachers think that students' skill inability is caused by this method.

Beside that, approaches or strategies that suit them rather than their creative abilities to make students feel more comfortable and easier when studying English speaking. This technique should attract and motivate them to speak more in speaking class. One of them is by using cooperative learning techniques. According Azlina (2010) that one of the techniques in cooperative learning is Think Pair Share. Think pair share is a cooperative learning technique that was first proposed by Lyman in Fauziyati & Istianah (2013). Think-Pair-Share is designed to differentiate instruction by giving students time and structure to think about specific topics, enabling students to formulate individual ideas and share these ideas with others, Barkley, et al in Manurung & Ria (2018).

In the other hand, this learning strategy encourages class participation by encouraging high student response rates, rather than using the basic reading method where a teacher can ask a question and one student offers a response. In addition, this strategy provides an opportunity for all students to share their thoughts with one other student which in turn increases the students' sense of involvement in classroom learning. Think-Pair-Share can also be used as an information assessment tool, when students discuss their ideas, the teacher can circulate and listen to the conversation taking place and respond accordingly. Differentiating instruction by giving students time and structure to think about

a particular topic that allows students to formulate individual ideas and share ideas with other colleagues is the purpose of the Think Pair Share method.

Nevertheless, in this strategy, a problem is presented, students are given time to think about the problem individually, then students work in pairs to solve the problem and share ideas between students. In planned lessons, Think-Pair-Share is easy to use, but also easy-to-use strategies for impromptu discussions. This strategy can also be used for some daily class activities such as concept review, discussion questions, partner reading, brainstorming, quiz review and topic development. The discussion provides insight to the teacher about students' understanding. Gaining this insight is very useful for both teachers and students as it allows teachers to tailor their teaching to the needs of their students. Moreover, class and small group discussions also allow students to critique other people's discussions and develop their own. The think-pair-share strategy also prepares the teacher to make it easier for students to speak.

The solution described earlier is the effect of Think Pair Share method on students' speaking skills. To conduct the research, researcher chose SMA Negeri 2 Selayar. After conducting observations and short interviews with English teacher of SMA Negeri 2 Selayar,the researcher found that the student were less in practiced and the researcher chose the 10th Grade. Therefore, the researcher raised the title *"The Use of Think Pair Share Method On Students' Speaking Skill at SMA Negeri 2 Selayar."*

B. Problem Statement

Does the use of Think Pair Share method improve students' speaking skills at SMAN 2 Selayar?

C. Objective of the Research

The objective of this research is to find out that using the Think Pair Share method be able improve students' speaking skills in terms of students' speaking accuracy in pronunciation and grammar.

D. Significance of the Research

This research expected to provide benefit in providing information to other people in learning English, as follows:

1. For the teachers, teachers can gain a lot of experience in dealing with problems related to the teaching and learning process and find solutions and can be used as a reference for the teaching and learning process.

2. For the students, learners can gain new knowledge to improve speaking skills.

3. For the researcher, The results obtained by researchers are useful and serve as new experiences, namely how to do research related to how to solve problems.

E. Scope of the Research

The scope of this research is the use of TPS (Think Pair Share) method on students' speaking skills. This research conducted on 10th grade students of SMA Negeri 2 Selayar. This research focused on student's accuracy on pronunciation and grammar

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

Some studies are relevant to the study supported by an extrensive review of literature on teaching speaking skill through Think Pair Share method are;

The first researcher is conducted by Pratiwi (2018) about a study to improve speaking skills of SMP Negeri 2 Nusahungu in grade 8 through a think-pair-share strategy. This study shows that the think-pair-share strategy can be used to improve students' speaking skills. Think Pair Share strategy provides benefits for students in the areas of peer support, peer acceptance, academic success, self-esteem, and interest in learning, and this strategy can improve students' speaking skills.

The second researcher is Syafii (2018) conducted a study to improve speaking skills through a think-pair-share strategy. This study found that the Think Pair Share strategy was very effective in improving students' speaking skills. , it is suggested to apply the Think Pair Share strategy to overcome the problems that arise in the students' speaking class.

The third researcher is Cahyani (2018) conducted a find out whether the use of Think Pair Share technique can improve students' speaking performance or not. The writer uses Think Pair Share technique to teach speaking. This study states that the Think Pair Share technique can be an

alternative teaching technique applied by English teachers in teaching English for English Foreign Language classes.

The fourth researcher is done by Maghfira (2020) conducted a study to improve speaking skills of SMP through a think-pair-share strategy. This study found that students' speaking skills after being taught the Think Pair Share Technique had increased.

The fifth researcher is done by (Putri et al., 2020) conducted a research to master the eighth grade English proficiency of MTs Khazanah. This study found that students' speaking scores in the experimental class were higher than the control class, so it can be said that Think-Pair-Share is an effective way to improve students' speaking skills, especially in short monologues.

Based on the explanation above the researcher found some differences between those studies. In the first study the researcher used classroom action research and then the researcher conducted the study in Junior High School while in this study the researcher uses an experimental study and takes the study in Senior High School. Next the second study the researcher used classroom action research and took the lecturer of speaking as the sample while in this research the researcher took the ten grade students as the sample. In the third research, the researcher used a quasi experimental design while in this research the researcher uses pre experimental design. In the fourth research the researcher conducted the study in Junior high school. Lastly, in the fifth study the researcher took physics students at the first semester as the sample, while in this research the researcher took it in Senior High School.

B. **Concept of Speaking**

1. **Definition of Speaking**

The definition of speaking has been put forward by many experts. Speaking is very important in the aspect of communication and the ability to communicate in English is a matter of pride for students. Mastering the art of speaking is paramount to learning a second or foreign language, and success with being able to continue conversations in that language. Speaking skill is sharing information on by giving ideas, asking the question, and giving a response. It has a correlation with opinion or argument that can stimulate the student to support their opinion (Roach in Nishrinah, 2013:7)

According to (Bte Abdul & Muhsin, 2019) Speaking means the ability to express our idea, opinion and communication about ourselves, interesting, world and all thing around us through our sound system fluently with good pronunciations, grammar, suitable of vocabularies and a good understanding of the speaker and the listener

According to Bailey (2018), speaking is an important part of learning and teaching foreign languages, including the generation, reception, and processing of information. Most people think that being able to speak a foreign language means knowing that language is the most important means of human communication. Speaking is one of the four language skills that must be developed in English class. Therefore, in teaching English the teacher must provide learning to speak. According to Tricia

Hedge, learning to speak is very important for students. For many students, learning to speak English is a priority. They may need these skills for various reasons such as to exchange information from influential people. According to Tricia Hedge, learning to speak is very important for students. Learning English is a priority for many students. students may need these skills for a variety of reasons, including sharing information about influential people.

According to another expert, Thornbury, explaining that speaking is part of the activities people do every day to communicate and interact. The average person generates tens of thousands of words a day, but some can produce more. Therefore, speech acts should play a major role in the process of language generation. Language generation is initiated by the speaker with the intention of influencing the listener in some way.

Speaking is included in the productive aspect as a communication skill. In other words, there is a process of conceptualizing the data generated in the brain and generating it as linguistic information. In accordance with this statement, Jeremy Harmer stated that to be able to speak fluently, one must have knowledge of the characteristics of language, as well as the ability to process information and language.

From some of the definitions above, we can conclude that speaking is one of the productive skills that helps us to communicate with other people. Not only does it make words and sounds, it also has meaning. The purpose of speaking is to share information, ideas and knowledge

2. **Types of Classroom Speaking Performance**

According to Brown in Hamsia (2018) there are six kinds of oral production that students are expected to carry out in the classroom, they are imitative, intensive, responsive, transactional, interpersonal, and extensive. The types of speaking are explained below:

a. Imitative

Imitative is a type of speaking that requires a student to imitate a word, phrase, or sentence. In imitation, the pronunciation and repetition of words, phrases, or sentences are things that are very popular with students. We pay more attention to make it easier for students to understand. The purpose of imitative is to focus on certain elements of the speech form without trying to understand its meaning.

b. Intensive

Intensive type is the type of speaking in which students need to produce a series of languages. Intensive speaking includes all speaking performances aimed at practicing the phonological or grammatical aspects of language.

c. Responsive

Responsive speaking involves simple interaction with someone as opposed to. Examples of responsive speaking include short conversations, simple requests and comments, and greetings that

require limited speech. Correspondingly, teachers realize that students can participate with others around them.

d. Transactional (dialogue)

Changing information or sending certain information is the purpose of the transactional dialog.

e. Interpersonal (dialogue)

Interpersonal dialogue helps maintain social relationships rather than communicating facts and information.

f. Extensive

Extensive speaking style covers a complex set of discourses. This speech is called a monologue because the interaction is limited when speaking extensively. This is because the listener cannot respond directly to the speaker's speech. Examples of broad speech include presentations, storytelling, and speeches.

3. **Aspect of Speaking**

a. Accuracy

Accuracy indicates the ability to speak correctly, to convey the intended meaning, it is advisable to choose the right words and phrases, and use the right English grammar patterns. Speech accuracy consists of using correct grammar, vocabulary, and pronunciation. They are described as follows:

1) Grammar

Grammar is a description of how to make sentences in a language by combining the structure of the language with units such as

words and sentences. In a conversation the learner needs grammar to form correct sentences. According to Scot Thombury in Kuśnierek (2016), grammar theoretically consists of short conversations, each utterance consists of only one word or short phrase, as in this invention.

2) Vocabulary

Vocabulary is one of the micro skills of language and it is important to develop vocabulary. Vocabulary is the total number of words. Vocabulary is about a word, a word in the language, or a certain group of words to be learned.

3) Pronunciation

Good pronunciation is the key to success in learning a foreign language. Pronunciation is the way a word or language is pronounced, or the way a person pronounces the word. It is important to understand information about how English sounds are made. From this explanation, we can conclude that pronunciation is the way in which a foreign language is pronounced clearly.

b. Fluency

Fluency is the ability to speak fluently, confidently, and at a pace that conforms to the norms of the native speaker community concerned. Fluency is an important aspect of communication. This means that we should not neglect the quality of what we are talking about, but that we should speak as calmly and calmly as possible.

4. The Activities in Speaking Class

In speaking class, the teacher has to choose appropriate activities to do in class. The speaking activities are described below:

a. Discussion

Discussion is an activity aimed at solving a particular problem. This is an effective way to help students improve their thinking skills because they need to find solutions to problems. Harmer (2007: 273) states that "One of the best ways to stimulate discussion is to offer activities that compel students to arrive at a conclusion or agreement, often as a result of choosing a particular option." This means that the discussion is a collaborative activity in which several students discuss together to find a solution to a problem. In discussions, students can freely express their thoughts.

b. Role Play

Role playing is an effective way to improve speaking skills. Students act as people assigned by the teacher. According to Scott and Ytreberg (2010:40) In role play, students pretend to be other people, such as a teacher, shopkeeper, or their parents. The teacher provides information about student roles and role-playing situations. For example, teachers choose students to become doctors, students to become nurses, etc. They played as if they were in the hospital. Role playing is a great way to teach and learn speaking because students actively participate.

c. Simulation

The simulation is almost like Role Play, but more difficult. In the simulation, students are given a real environment. Harmer (2007: 352) supports students simulating real meetings as if they would do them in the real world, such as a business meeting, airplane briefing, or job interview. Simulations can help students gain confidence as they play different roles and actively speak.

d. Information Gap

In this task, students work in pairs. Students receive information, partners do not receive information, other pairs provide information. O'Malley and Pierce (1996:81) defines that "the knowledge gap is an activity in which a student obtains stored information from his partner". The purpose of this activity is to gather information and solve problems. If each pair cannot provide the necessary information, they will not be able to complete the task. Because the essence of this activity is knowledge to solve problems. This activity is effective because every student has the opportunity to speak English.

e. Brainstorming

Brainstorming activities help students generate ideas quickly. Kayi (2006) states that brainstorming helps students develop ideas about a given topic in a limited time and generate ideas quickly and freely. One of the characteristics of brainstorming is that students' ideas are

not valued and because of that they feel safe to communicate their ideas without fear.

f. Story telling

Story telling is an activity in which students summarize the stories they hear. Kayi (2006) found that storytelling encourages creative thinking and helps students express their ideas about the beginning, development, and ending of a story, including the characters and story setting that must be mastered. Students can also tell riddles or jokes. So, storytelling can improve listening, speaking, and also creative thinking. Students understand the stories they hear and tell them creatively. For example, add a joke to the story.

g. Interview

The interview is a question and answer activity. Interviews give students the opportunity to practice their speaking skills. O'Malley and Pierce (1996:77) state that "interviews can take place as conversations or conversations with teachers or other students". This means that an interview is a speech in which a teacher or friend asks questions to students. Conversations can be conducted both inside and outside the classroom to give students the opportunity to connect with others.

h. Story completion

Story Completion is an activity where students complete the story told by the teacher. In this activity, students sit in a circle, then the teacher tells a story and remains standing. Then each student continues his

story. Each student must add four to ten sentences and can add characters, events, descriptions, etc. (Kayi, 2006). From this it can be concluded that completing stories is an effective way to improve speaking skills because each student has the opportunity to read the story to the end.

i. Presentation is an activity where ideas are presented to an audience or friends. Thornbury (2005:94) noted that "Presenting, the experience of standing in front of peers and speaking continuously without taking turns, is an excellent preparation for speaking in real life." These activities help students become more active participants in the learning process and make the learning experience more meaningful. and fun. Teachers can choose appropriate activities in class.

C. Concept of Think Pair Share Strategy

1. Definition of Think Pair Share

In order to collaborate, two students exchange answers to questions. After that, teachers urge students to contribute to class discussions by offering their opinions. Arends (2008: 15) described the TPS technique in three parts. Thinking is the first step. The instructor offered a query or problem pertaining to the course and let the class a minute to consider the solution on their own. Pairing is the second step. The teacher gives the class instructions to think independently before having pairs of students share their ideas. Sharing is the third stage. In

order to share the results of their discussion with the class as a whole, the instructor in this stage solicits student answers. Sanjani (2015:27)

Think Pair share (TPS) has been widely used in education. Think Pair share (TPS) is not only found in English language education but also found in many other fields such as mathematics, social sciences etc. Think Pair Share (TPS) has been known in the world of education for many years and has also been used in various kinds of teaching such as science, social studies, mathematics, and others. Think Pair Share is a type of collaborative learning strategy that emphasizes understanding to understand the material comprehensively. Think Pair Share is a collaborative learning strategy that was first proposed by Lyman (2018). Meanwhile, Kagan, Sanjani, in Hinestroza (2018) stated that the think-pair-share technique can encourage and support students' thinking skills at a higher level.

Hinestroza (2018) states that the think-pair-share technique provides opportunities for students to actively participate in the learning process by thinking, pairing, and sharing with other students. In addition, Kothiyal et al., in Hinestroza, (2018) states that TPS is a classroom-based active learning method in which students overcome problems set by the teacher or instructor. As part of collaborative learning, the think-pair-share technique is very useful. It is important that after the teacher presents the material, the teacher thinks about the questions mentioned to them (students), discusses the problem with their partner, and asks them to come

to an agreement. Finally, the teacher asks students to share the results of the discussion with the whole class.

The think pair share strategy gives students the opportunity to collaborate with their classmates. Each student has the opportunity to express his opinion so that the student can participate fully in learning. Think Pair Share also gives students more time to think so that they can prepare answers to their questions and inquiries. This allows students to share answers and ideas on the topic.

From the definition above, we can conclude that Think Pair Share is a form of collaborative learning where students have time to think and the opportunity to collaborate with friends through three steps, namely Think, Pair and Share. Often, through the Think Pair Share strategy, students have the opportunity to recognize and interact with their friends. In terms of speaking, this strategy is effective in helping students actively teach in the learning process. Students have the opportunity to share their thoughts with friends.

2. **Steps of Think Pair Share (TPS)**

Think-Pair-Share model consists of some steps. Kagan (2019) states that there are five steps in Think-Pair-Share model, they are:

a. Organizing students into pairs

Think Pair Share model begins by dividing students randomly into several pairs. The purpose of random selection is to avoid gaps between high and low students. Also, they have more opportunities to

get to know each other better, which increases students' respect for others.

b. Posing the topic or a question

The next step is to ask students a question or topic. This question should be general in nature and get a variety of answers. For example: "What do you know about stories?" When reading a text, the question may be: "What is the message of the text?" It makes students think deeper and deeper and they can express their opinion on many aspects.

c. Giving time to student to think

The teacher should give students time to think about the answers to the previously asked questions. Questions must be analyzed and answered using critical thinking. Hope each student has a different answer to share with their classmates

d. Asking students to discuss with their partner and share their thinking

In this step, each student shares their own answer with their partner in pairs. They share their thoughts and discuss with each other to find the best answer. In addition, this activity can be developed to a higher level by pairing one pair with another, in this case several groups of four students in each group. This means there are lots of ideas to share to find the best answers and help students improve their critical thinking and analysis. However, these activities help students develop not only their knowledge but also their communication skills and confidence.

e. Calling on a few students to share their ideas with the rest of the class

The final step in this model is to appoint a few students to share their ideas with the whole class. Some students provide their answers, and others may offer other opinions or answers. This step not only increases students' knowledge but also their confidence.

3. The benefit of Think Pair Share

a. For students

According to Banikowski and Mehring, TPS has several advantages. The first advantage is that TPS can increase students' self-confidence. Many students are confident in discussing with their partner first before speaking in front of a larger group or class. Talking to your partner makes thinking more focused.

Second, timer users provide opportunities for all students to discuss their ideas. In this knowledge building stage, students learn what they know and what they don't know. This is very valuable for students. Therefore, students are actively involved in thinking. Students will take this opportunity to think more critically to discuss and reflect on the topic. Students have the opportunity to share their thoughts with at least one other student, increasing their participation.

Last, the think-pair-share technique improves the quality of student responses. Students will improve their communication skills as they have sufficient time to share ideas with each other. Therefore,

the accepted answers are often more intelligent and concise, because students have the opportunity to think through their thoughts.

From the statement above, it can be concluded that Think-Pair-Share has many advantages. They connect with other students, build student confidence, provide opportunities for students to share ideas, encourage critical thinking, and improve the quality of student responses.

b. For teachers

Think-Pair-Share benefits not only for students but also for teachers. With the application of the TPS method, the teacher can create a comfortable atmosphere during the learning process. Teachers are advised to create new situations so that students want to talk. The teachers motivate students to dare to express their ideas or feelings and answer questions in the speaking class. Therefore, when a student becomes an active student, the lesson is no longer a silent lesson.

The next benefit is that the teacher can manage the class. No longer teacher centered. Teachers regard students as the center of the lesson and process. Instead choose students to take the time to answer questions and ask them to share them in front of the class. In creating new material to be discussed in the learning process the teacher becomes more creative. This technique not only provides opportunities for students, but also observes all students interacting in

pairs to see if all students understand the content or if anything needs to be repeated.

4. The structure function of Think Pair Share

Think Pair Share strategy involves social skill, communication skill, thinking skill, processing information, and presenting information. Kagan (2009: 6.12–6.19) mentions that structure function that involved in think-pair-share strategy as follows:

a. Social skills

In Think Pair Share, students can acquire social skills by interacting with other people. Students solve problems and understand the differences in opinions of their classmates. Think of a pair strategy that keeps students cooperative, respectful, and accountable.

b. Communication skills

Students interact with others to encourage the acquisition of skills in communication. Communication can be said to be effective if someone can contribute and share thoughts, ideas or information with others. The goal of the Think Pair Share strategy is to help students improve their ability to encode and decode spoken, written, and nonverbal messages.

c. Processing information

In think pair share, students discuss or check the information that has been given. This can help students remember what they have said or done. The processing structure marks data for storage in long-term

memory and frees working memory to accommodate new data. In class, the teacher asks questions, divides students into groups or pairs, which interact in processing the information presented.

d. Thinking skill

Thinking skills are the ability to categorize, analyze, evaluate, summarize, draw conclusions and achieve something. In the Think Pair Share strategy, students learn to think about something or a problem. The pair thinking strategy uses thinking skills to consider existing ideas and information and draw conclusions from them.

e. Presenting information

The think-pair-share strategy gives students the opportunity to share information in class. The task is that the teacher asks students to observe a problem, turn to their partner and share answers to the problem. This strategy allows students to present ideas, answers, opinions or projects

5. **The weaknesses of Implementing TPS**

The Think-Pair-Share method requires students to work as a group. Lyman (2018) states that there are two problems with partner work. First, multiple groups. For that, teachers need to supervise their students. Second, the team consists of two students, who reduce ideas. It can also be tedious when you have to work with the same team members. Teachers can change members to solve problems. For example, the teacher divides students based on the number of students in a class, the number of tables,

or the choice of students. Thus, they can interact with other students in the class. So that it can reduce boredom in applying this technique.

It can be concluded that using TPS is a good technique used in the process of learning English. However, there will be some possible problems that can arise when using this technique. Due to the large number of groups formed, it is difficult to support all students during the discussion. As a result, teachers should be careful using this technique to minimize problems.

D. Conceptual Framework
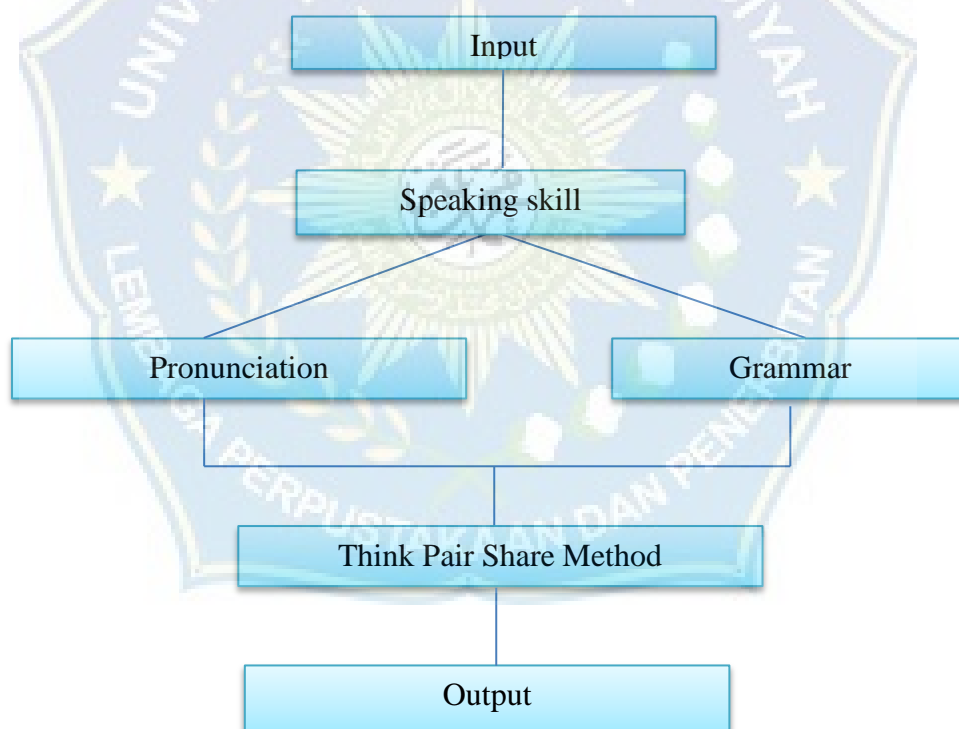
Figure 2.1 Conceptual Framework

In the conceptual framework above, the English students are the sample of this research. This study teaches about pronunciation and grammar

in speaking, the researcher will explain the steps to achieve the researcher's goals where the purpose of this research is to find out whether there is an increase after using the TPS (Think Pair Share) method in speaking skills, especially in aspects of accuracy in pronunciation and in aspects of grammar.

E. Hypothesis

Based on several supporting theories and the conceptual framework above, the hypothesis in this research is "teaching speaking through think pair share method to improve students' speaking skill in term of pronunciation and grammar".
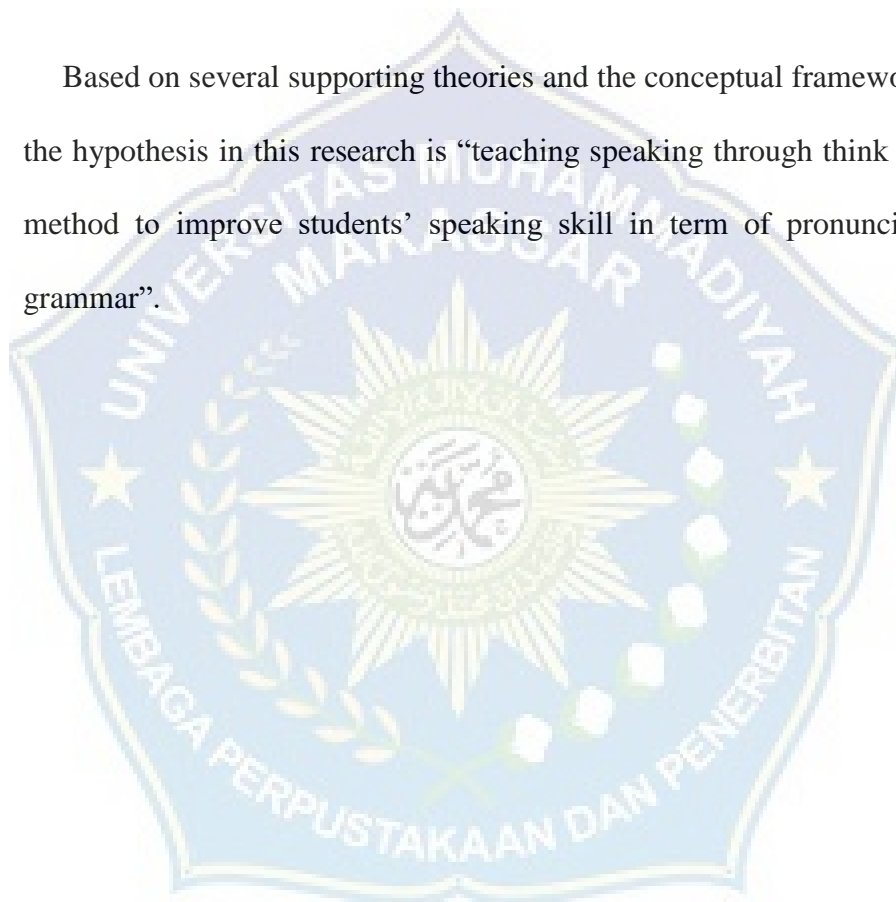
CHAPTER III

RESEARCH METHOD

A. Research Design

This research used quantitative research method. Quantitative method is about investigating phenomena by collecting numerical data that is analyzed using mathematical methods, especially statistics (Sugiyono, 2019). This study uses a pre-experimental design, where the researcher measured an idea to determine whether the idea affects the dependent variable. Therefore, the researcher decided to use a pre-experimental research design in which the researcher took the samples by using the total sampling technique. Experimental research method are uses if researcher want to know the causal influence between independent variable (X) and dependent variable (Y).

Table 3.1 pre experimental research design

Pre test	Treatment	Post test
O1	X	O2

(Gay, 1981)

O1: Pre-test

X : Treatment

O2 : Post Test

As illustrate above, the researcher used a pre-experimental design so that only one class is uses as the research site, there is no comparison class or control class. The treatment will be carried out after the pre-test. After that,

the researcher gave treatment by applying the Think Pair Share method, In the treatment, the teacher conducted teaching learning-activity with students in luring in four meeting. Before the learning process conducted the teacher explain to the students that the learning procces is going to use think-pair-share (TPS) then the researcher asked students to make pair with their partner to make small group of students. The teacher conducted teaching-learning activity with students are ask to discuss and write down the conversation with their member of group, after the time given by the teacher end to discuss. The student presented their group discussion works in Oral Presentation (OP) in order to see students' accuracy in term of pronunciation and vocabulary in speaking skill. and in the end it is carried out with a post-test which assessed whether the Think Pair Share method had an effect on students' speaking skill.

B. **Research Variable and Indicators**

Research variables are everything that researcher decided to obtain information and draw conclusions. There are two variables in this study, namely the independent variable and the dependent variable.

1. Independent variable (X)

According to (Nikmatur 2017) The independent variable is the variable that affects or causes the changed or occurrence of the dependent (bound) variable. In this research, the independent variable was Think Pair and Share (TPS).

2. Dependent variable (Y)

According to (Nikmatur 2017) The dependent variable is the variable that is influenced or that becomes the result, because of the independent variable. The dependent variable in this study was students' improvement on speaking skill in term of grammar and pronunciation.

3. Indicators

In this research, the indicators are students' accuracy in speaking skill in terms of grammar and pronunciation.

C. **Population and Sample**

In population/Sampling uses largest manageable purposive sample, to allow generalization of result to larger population Ahmad et al. (2019). The population in this study were all of first class students' at SMA Negeri 2 Selayar.

1. Population

The population of this research was 28 students, consisting of only one class of 10th grade students of SMA Negeri 2 Selayar.

2. Sample

The sampling technique used by researcher in this study was total sampling technique. The sample of this research were 28 students in 10th grade of SMA Negeri 2 Selayar

D. Research Instrument

To conduct the study, researcher used tools to collect data from the study. In this study, researcher uses pre-test and post-test as a tool to collect data which the score of the results of the test is the researcher's data. The research instrument is something that researchers use in collecting data to facilitate their work and get more complete and systematic results so that the data is easy to process, (Sugiyono, 2019). The researcher tools in this case is the exam consists of an oral exam. The researcher used a pre-test to measure students' abilities before receiving treatment. This test was used to collect information about students' speaking ability before and after they were taught the Think Pair Share strategy. Researcher used core classification to determine the results of student's pre-test and post-test.

E. Procedure of Collecting Data

In this study data collection using tests. Tests were carried out to identify problems before and after in this study. In this research there are several steps that must be taken to collect data. The steps in this research are as follows:

1. Pre-Test: In this research to know the prior knowledge of the students', the researcher gave the students pre-test in form of Oral exam before given the treatment.

2. Post-Test: After the treatment a post test, the type of post-test was used the same as pre-test was Oral exam. It aims to show the value of the treatment

result from the post-test and whether it is better than the result from the pre-test.

F.   Technique of Data Analysis

Data analysis is a method of data analysis to find out the results of a survey. For the data analysis, the researcher used quantitative data in the microsoft excel statistical program. Quantitative data analysis used to identify the significant differences in students' speaking skills after class using the think-pair-share strategy.

The data obtained from pre-test and post-test were analyze statistically using a paired sample t-test through Microsoft Excel. The data analysis procedure is as follows:

1. The researcher scoring the students' speaking skill

Table 3.2 *Scoring Rubric*

Aspect	Score	Requirements
Grammar	>50	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language
	51-60	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar
	61-75	Control of the grammar is good. Able to

		speak the language with sufficient structural
	76-90	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	91-100	Equivalent to that of an educated native speaker
Pronunciation	>50	Error in pronunciation are error frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	51-60	Accent is intelligible though often quite faulty
	61-75	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign
	76-90	Error in pronunciation are quite rare
	91-100	Equivalent to and fully accepted by educated native speaker

(Brown, 2004)

2. The researcher scoring classification of students speaking skill

Table 3.3 Scoring Classification

Score	Classification
91-100	Very Good
76-90	Good
61-75	Fairly
51-60	Poor
Score less than 50	Very Poor

3. The researcher opened the Microsoft excel program.

4. The researcher computed the students' speaking score of pre-test and post-test and analyzed by click Analyze > Compare Means > Paired Samples T-Test

5. The researcher choose option to decide confidence interval percentage 95%

6. After that click OK to get the result.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

The findings of this research explain that using the think pair share method as a method in the learning process, researchers want to know whether the use of the think pair share method has an effect on students' speaking skill or not in term of pronunciation and grammar. Students' speaking skill can be seen from the results of the data that has been collected, the data in question is the students' pre-test and post-test scores. The data obtained shows an increase in students' speaking abilities in the post-test scores, therefore the use of the think pair share method can improve students' speaking abilities. Further explanation of this data can be seen below:

1. The Student Mean score in Pronunciation

The following table shows the students mean pre-test and post-test scores in term of pronunciation

Table 4.1 *Mean Score of Pronunciation*

Pre-Test	Post-Test	Improvement
66.07	81.85	23.9%

Table above shows the increase in student scores from pre-test to post-test in learning English pronunciation using the Think Pair Share Method. Where the pre-test of students is 66.07 which is categorized as fairly classification, and post-test 81.85 as good classification. So it can be concluded that there were differences in the average results of the pre-test and post-test. It Implied that using think pair share method affected the speaking pronunciation of class X SMAN 2 Selayar. The table above also includes information on the improvement was 23,9%.

2. **The Student Mean Score in Grammar**

The following table shows the students mean pre-test and post-test scores in term of grammar

Table 4.2 Mean Score of Grammar

Pre-Test	Post-Test	Improvement
60.89	83.10	36,4%

Table above shows the increase in student scores from pre-test to post-test in learning English Grammar using the Think Pair Share Method. Where the pre-test of students is 60.89 which is categorized as poor classification, and post-test 83.10 as good classification. So it can be concluded that there were differences in the average results of the pre-test and post-test. It implied that using think pair share method affected the

speaking skill in term of grammar of class X SMAN 2 Selayar. The table above also includes information on the improvement Was 36,4%. This value represent the differences between the average pre-test and post-test score.

3. **The Percentage of Students' speaking skill in Term of Pronunciation**

The data in the table below shows the percentage of student speaking skill before using the Think Pair Share method in the pre-test and after getting treatment using the Think Pair Share method in post-test score. Based on data analysis, it shows that students' achievement in terms of pronunciation before being given treatment still looks not good, this is proven by giving a speaking test to students, where most of them got scores as expected. The pre-test and post-test results can be seen clearly in the following table

Table 4.3 Students' Achievment in Pronunciation

No	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1.	Very Good	91-100	0	0	0	0
2.	Good	76-90	0	0	24	86
3.	Fairly	61-75	18	64	4	14
4.	Poor	51-60	10	36	0	0
5.	Very Poor	<50	0	0	0	0
	TOTAL		28	100%	28	100%

Based on table 4.4 above, it can be seen that students' achievement scores from the pre-test and post-test in the pronunciation aspect. For the

pre-test, 10 students got bad scores and 18 students got fair scores. while in the post test 24 students got good scores and 4 students got fair scores. As a result, the increase in students' post-test scores was greater than the increase in their pre-test scores. This shows that using the think pair share method can effect in students speaking skills in term of pronunciation

4. The Percentage of Students' speaking skill in Term of Grammar

The data in the table below shows the percentage of student speaking skill before using the Think Pair Share method in the pre-test and after getting treatment using the Think Pair Share method in post-test score. Based on data analysis, it shows that students' achievement in terms of pronunciation before being given treatment still looks not good, this is proven by giving a speaking test to students, where most of them got scores as expected. The pre-test and post-test results can be seen clearly in the following table:

Table 4.4 Student' Achievment in Grammar

No	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1.	Very Good	91-100	0	0	0	0
2.	Good	76-90	0	0	28	100
3.	Fairly	61-75	11	39	0	0
4.	Poor	51-60	17	61	0	0
5.	Very Poor	<50	0	0	0	0
	TOTAL		28	100%	28	100%

Based on table 4.4 above, it can be seen that students' achievement scores from the pre-test and post-test in the grammar aspect. For the pre-test, 11 students got fairly scores and 17 students got poor scores. while in the post

test 28 students got good scores and. As a result, the increase in students' post-test scores was greater than the increase in their pre-test scores. This shows that using the think pair share method can effect in students speaking skills in term of grammar.

B. Discussion

The result of the research showed that there was an effect by implementing of Think-Pair-Share (TPS) technique in the teaching and learning process, prove by Ardhy (2018) said that the application of Think-Pair-Share strategy could significantly improve the students speaking ability. Most of the students actively participated in think pair and share activity. It is evident that the students appeared to enjoy thinking independently about the assigned topic, exchanging ideas in pairs, and sharing the outcomes of their discussions in front of the class. However, the study findings prove what Richard (2007) said about the benefits of this method, which are that Think-Pair-Share (TPS) can help both students with high and low performance collaborate on academic tasks and that it has the effect of increasing tolerance and acceptance of people with different levels of knowledge.

In addition to implementing TPS, other measures are used, such as offering speaking practice. This is to help students become more proficient speakers. Students can hone their speaking abilities and enhance their pronunciation through practice speaking. a time before planned the English class, the researcher observed and conducted interviews with the English teacher regarding the curriculum, student performance, and student deficiency

in English. The data gathered from the narrative text that will be used is from the students who have previously studied this subject in class. Students' speaking skills in terms of pronunciation and grammar are supported by average score of students on the post-test which higher than the pre-test. The majority of students speaking skill in term of pronunciation and grammar were still deficient before the application of the treatment. However, students found it simpler to speak in front of the class when the treatment was implemented.

The increase of students' speaking skills in terms of pronunciation can be seen between the pre-test and post-test. The mean score of the students' pre-test was 66 (fairly) to 81 (good) on the post-test. Furthermore, the increase in students' speaking skills in terms of grammar can be seen between the pre-test and post-test. The mean score of the students' pre-test was 60 (fairly) to 83 (good) on the post-test. These result indicate an increase in students' speaking in terms of pronunciation and grammar after using think pair share method.

There are two tests used to implement the Think Pair Share (TPS) learning technique: the pre-test and the post-test. Every student was required to produce an example of a narrative piece for the pre-test. To assess their speaking abilities, each student receives a personal project to complete and has it read out in front of the class. The majority of pupils can write well in English, in principle. Aside from that, students appear to have promising speaking abilities. All they have to do is put in more practice and let their surroundings inspire them. There are people who are proficient at it, and there

are others who are only mediocre to below average. It is evident from the following table that students with medium to low averages on the pretest are classified. They still hesitate to freely express themselves. The majority of them fear making mistakes and being humiliated by them. They have, nevertheless, made a good effort. In order to increase students' self-confidence, the researcher instructed other students to constantly express gratitude and praise to the presenter.

Students were instructed to construct their own examples of narrative text based on personal experiences they had this time, the students were separated into multiple groups. The student activities in this phase of the post test differed slightly from the pretest. Every group comprises two students who are grouped according to where they are seated. Students are so collaborating with their seat partners. Students talk with their group friends after finishing their assignments. Following a discussion, a representative from each group was chosen to stand in front of the class and read their assignment. It is evident from the accompanying table that students' pretest averages fall into the moderate to good range. They can express themselves more easily, then students' self-confidence also increases and they are not afraid to speak.

Students who are presented in pairs in front of the class have the opportunity to get more marks provided they can answer their friends' and teachers' questions correctly. Some ambitious students were very enthusiastic and cheerful about the challenge. Other students get more motivation to learn

more and practice more. From the data analysis above, the researcher concluded that the think pair share method can have a significant effect on students' speaking abilities because the test scores produced after treatment are higher than the test scores before using the think pair share method. In other words, the use of the think pair share method can influence students' speaking abilities, especially grade 10 students at SMAN 2 SELAYAR. Increased students' speaking skills in terms of pronunciation and increased students' understanding of grammar because the treatment given was easy for students to understand, as well as the researcher's direct interaction when providing treatment. There are still many students who are not fluent in speaking, both in terms of pronunciation and understanding grammar. However, after being given treatment, they were able to pronounce words correctly and appropriately
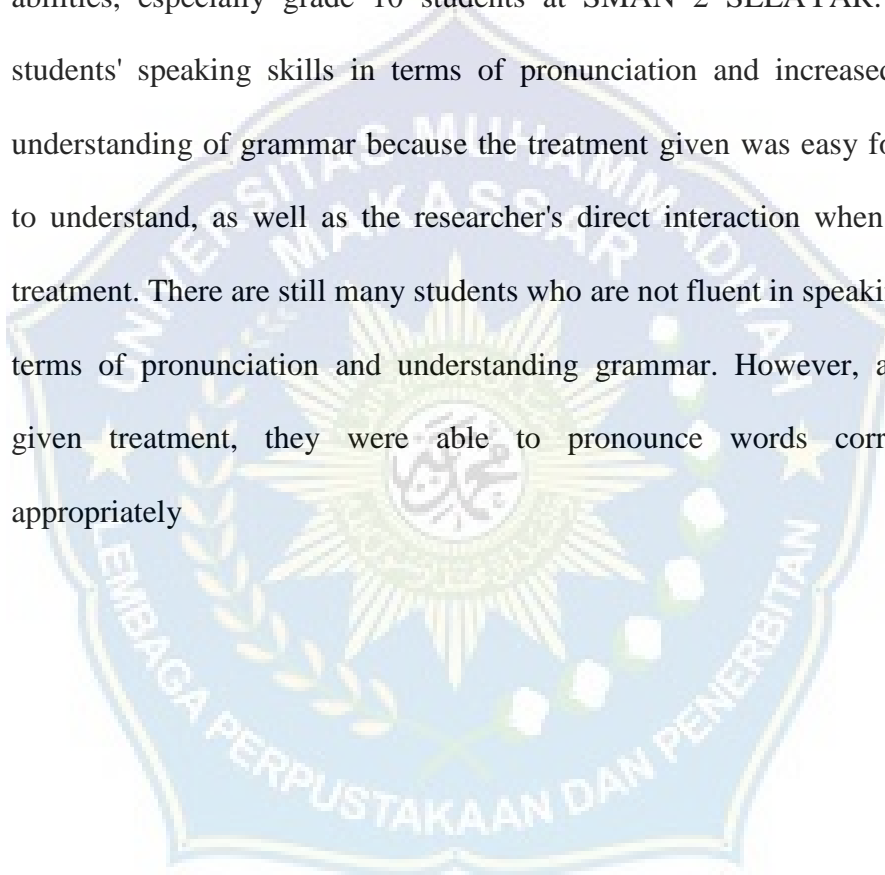
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

The following conclusions made from the findings of the previous chapter's research and discussion :

1. The data analysis revealed that students' speaking score improved from the pre-test to pos-test. It means that using think pair share method improved the students' speaking skill in term of pronunciation and grammar. The mean score of students have improved. The mean pre-test score for student in pronunciation was 66.0 and the mean post-test score was 81.8, and the mean pre-test score for student in grammar was 60.8 and the mean post-test score in grammar was 83.1. The analysis quantitative data revealed that data scores improved from the first to the last. The used of think pair share method can improve students' speaking skill in terms of pronunciation and grammar class X SMAN 2 Selayar.

B. Suggestion

Based on the conclusion of the study, several suggestions will be addressed to English teachers and researcher :

1. For English teacher who want to use think pair share method for teaching speaking. English teachers can use think pair share method in the learning

process because based on the result of the research, the use of think pair share method in learning procces can improve students speaking skill.

2. Other researcher are encouraged to conduct more in depth study on the use of think pair share method in other text types in order too gain better understanding of how the think pair share method can help students to improve their speaking skill.

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Appendix 1

Question Pre-test

1. Make one example of narrative text using your own word

2. Re-tell the narrative text that has been created

Yuliana Novita Amin
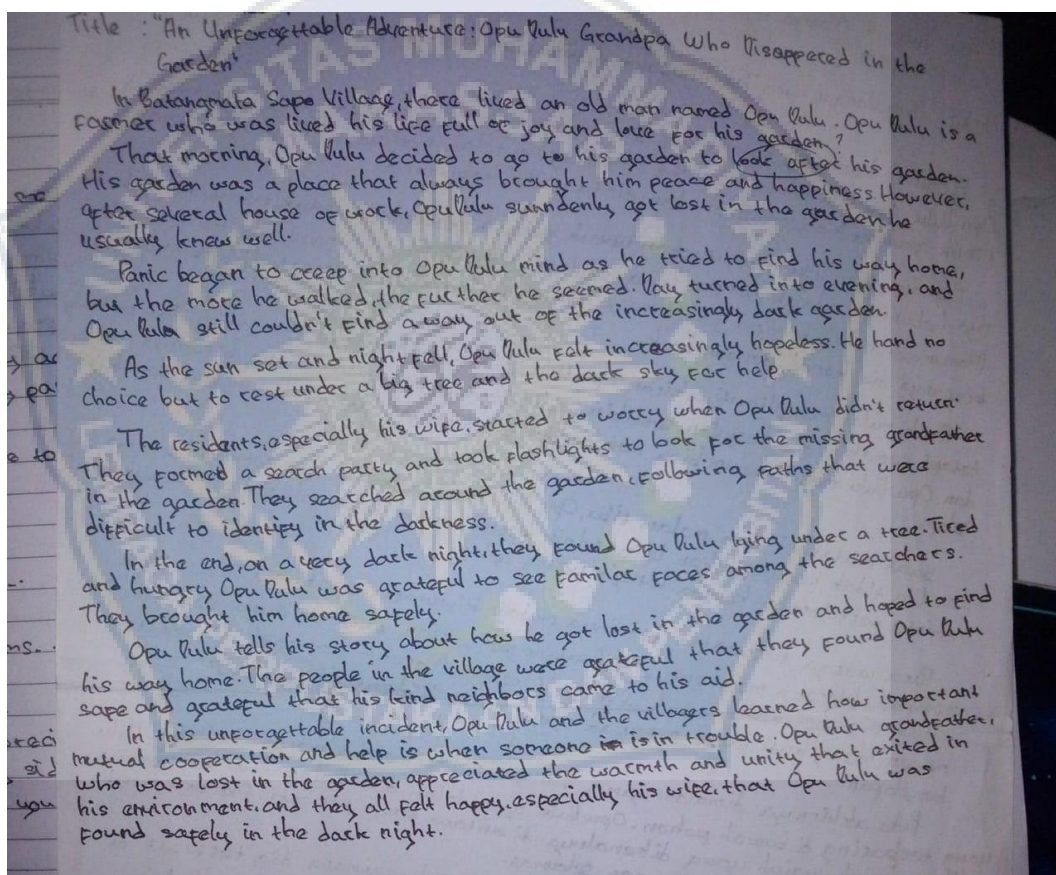
Transcription

In Batangmata Sapo Village, there lived and old man named Opu Dulu, Opu Dulu

is a farmer who was lived his life full of joy and love for his garden. That

morning, Opu Dulu decided to go to his garden to lands after his garden. His garden was a place that always brought him peace and happiness, however after several house of work, Opu Dulu suddenly got lost in the garden he usually known well. Panic began to creep into opululu mind as he tried to find his way home, but the more he walked the further he seemed. Day turned in to evening, and Opulala still couldn't find a way out of the increasingly dark garden. As the sun set and night fell, Opu dulu felt increasingly hopeless. He had no choice but to rest under a big tree and the dark sky for help, The residents, especially his wife, started to worry when Opu Dulu didn't return, They formed a search party and took flashlights to look for the missing grandfather in the garden They searched around the garden following paths that ware difficult to identify in the darkness. In the end on a very dark night they found opu dulu lying under the tree tired and hungry. Opu dulu was grateful to see family faces among the searcher. They brought him home safely.

Appendix 2

Question post-test

1. Make one example of narrative text using your own

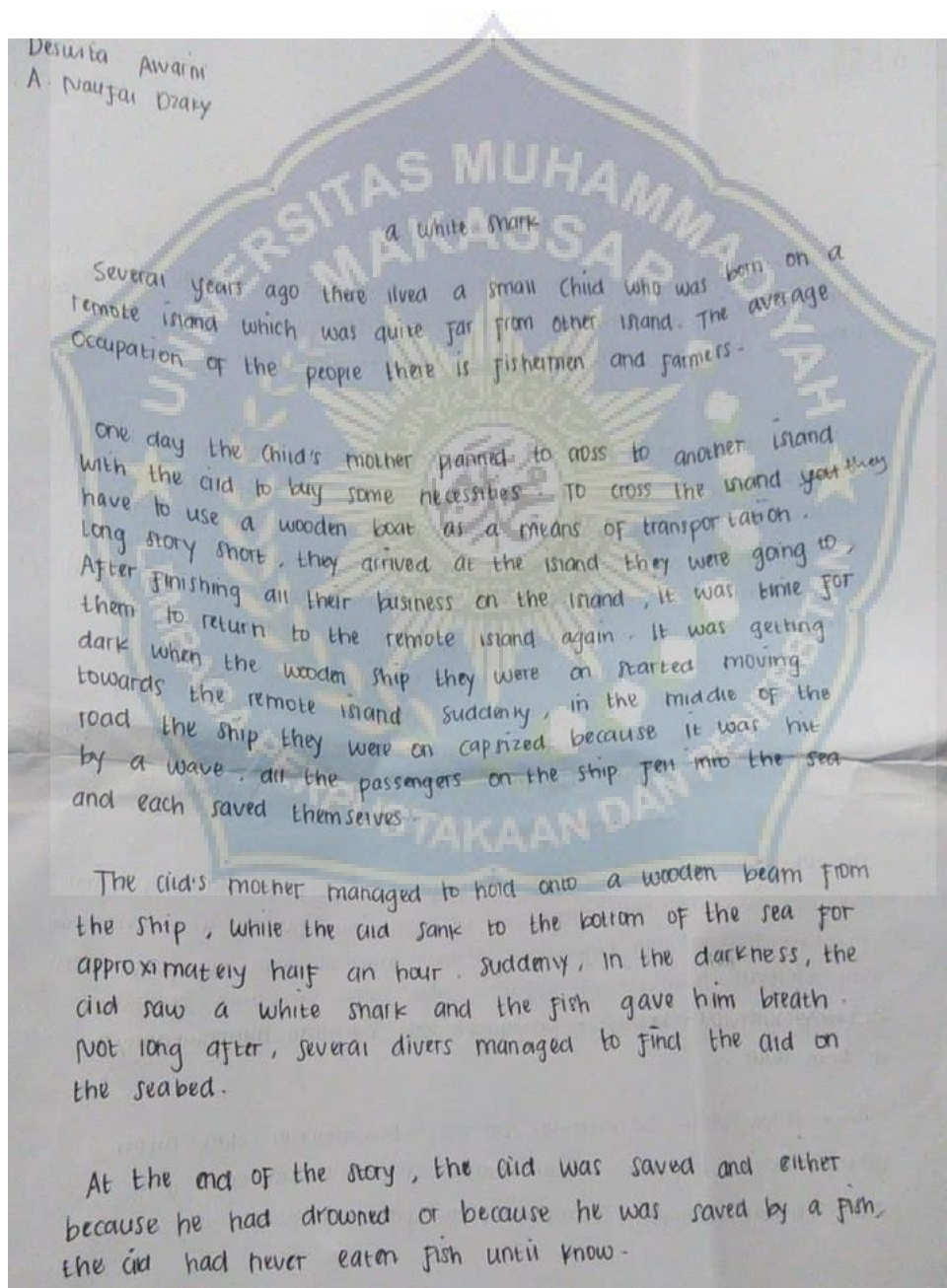2. Re-tell the narrative text that has been created

Desuita   Awarni
A. Naufai Dzaky

a white shark

Several years ago there lived a small child who was born on a remote island which was quite far from other island. The average occupation of the people there is fishermen and farmers.

One day the child's mother planned to cross to another island with the aid to buy some necessities. To cross the island you have to use a wooden boat as a means of transportation. Long story short, they arrived at the island they were going to. After finishing all their business on the island, it was time for them to return to the remote island again. It was getting dark when the wooden ship they were on started moving towards the remote island. Suddenly, in the middle of the road the ship they were on capsized because it was hit by a wave. all the passengers on the ship fell into the sea and each saved themselves.

The child's mother managed to hold onto a wooden beam from the ship, while the aid sank to the bottom of the sea for approximately half an hour. Suddenly, in the darkness, the aid saw a white shark and the fish gave him breath. Not long after, several divers managed to find the aid on the seabed.

At the end of the story, the aid was saved and either because he had drowned or because he was saved by a fish. the aid had never eaten fish until now.

Transcription

Several Years ago there led a small child who was born on a remote island which was aide far from other island. The average Occupation of the people there is fishermen and farmers. some day the chides mother panned to go to another island with the child to buy some neccessities. To cross the land they have to use a wooden boat as a means of transportation, long story short, they arived at the iland they ware going it After finishing al their "bussines on the iland, It was brite for them to return to the remote island again. It was getting dark when the wooden ship they were on marked the ving towards the remote island suddenly, in the middle of the road the ship they ward on caprized because it was hir lay a wave all the passanges on the stip for ino the sea and each saved them serves. The child's mother managed to had onto a wooden beam from the Ship, while the aid sank to the botram of the sea for approximately half an hour. suddey, in the darkness, the did saw a white shark and the fish gave him breath Not long after, several divers managed to find the aid on the seabed. At the and of the story, the aid was saved and either because he had drowned or because he was saved by a pish, the aid had never eaten fish until know.

Appendix 3

Students' pronunciation score

No	SAMPLE	Pre-test	Post-test
1	S-1	60	80
2	S-2	65	80
3	S-3	75	85
4	S-4	55	70
5	S-5	60	87
6	S-6	60	80
7	S-7	70	90
8	S-8	60	85
9	S-9	70	85
10	S-10	60	80
11	S-11	60	80
12	S-12	75	85
13	S-13	70	80
14	S-14	70	90
15	S-15	75	85
16	S-16	70	80
17	S-17	75	85
18	S-18	65	85
19	S-19	75	90
20	S-20	65	80
21	S-21	70	90
22	S-22	70	85
23	S-23	65	80
24	S-24	55	80
25	S-25	70	80
26	S-26	60	70
27	S-27	60	75
28	S-28	65	70
Total		1850	2292
Mean		66,07	81,85

Appendix 4

Students' grammar score

No	SAMPLE	Pre-test	Post-test
1	S-1	50	85
2	S-2	50	90
3	S-3	65	80
4	S-4	50	80
5	S-5	65	80
6	S-6	60	85
7	S-7	65	90
8	S-8	65	82
9	S-9	60	85
10	S-10	50	80
11	S-11	55	85
12	S-12	75	85
13	S-13	55	80
14	S-14	75	85
15	S-15	60	85
16	S-16	55	85
17	S-17	50	80
18	S-18	75	90
19	S-19	60	82
20	S-20	70	80
21	S-21	60	90
22	S-22	75	85
23	S-23	55	80
24	S-24	50	80
25	S-25	60	78
26	S-26	65	80
27	S-27	55	82
28	S-28	75	78
Total		1705	2327
Mean		60,89	83,10

APPENDIX 5

Attendance List of Students class X SMAN 2 Selayar

No	Name	Pre-Test	Treatment				Post-Test
			1	2	3	4	
1	A Naufal Dzaky	✓	✓	✓	✓	✓	✓
2	A Nur Azizah Pratiwi	✓	✓	✓	✓	✓	✓
3	Adelia	✓	✓	✓	✓	✓	✓
4	Ahmad Dzakir	✓	✓	✓	✓	✓	✓
5	Ahmad Fadhillah Aryandi	✓	✓	✓	✓	✓	✓
6	Alifa Luthfiah Adzani	✓	✓	✓	✓	✓	✓
7	Andi Imeyda Sulfani Darwis	✓	✓	✓	✓	✓	✓
8	Andi Surya Ningsi	✓	✓	✓	✓	✓	✓
9	Andi Tenri	✓	✓	✓	✓	✓	✓
10	Arwin Ardiyanto	✓	✓	✓	✓	✓	✓
11	Idil Kurnia Putrawan	✓	✓	✓	✓	✓	✓
12	Deswita Alfarini	✓	✓	✓	✓	✓	✓
13	Desy Angraeni Puspita Ayu	✓	✓	✓	✓	✓	✓
14	Diltza Qirani Zuhriyah	✓	✓	✓	✓	✓	✓
15	Eka Musfira	✓	✓	✓	✓	✓	✓
16	Fitri Ramadhani Armas	✓	✓	✓	✓	✓	✓
17	Irene Maudy	✓	✓	✓	✓	✓	✓
18	Ismi Azizah	✓	✓	✓	✓	✓	✓
19	Lili Aprilia	✓	✓	✓	✓	✓	✓
20	Maghfira Aulia	✓	✓	✓	✓	✓	✓
21	Mariani	✓	✓	✓	✓	✓	✓
22	Mirnawati	✓	✓	✓	✓	✓	✓
23	Muhammad Rafli Muliadi	✓	✓	✓	✓	✓	✓
24	Nur Annisa Putri	✓	✓	✓	✓	✓	✓
25	Nur Halija	✓	✓	✓	✓	✓	✓
26	Ryan Pratama Saputra	✓	✓	✓	✓	✓	✓
27	Surya Saputra	✓	✓	✓	✓	✓	✓
28	Yuliana Novita Amin	✓	✓	✓	✓	✓	✓

APPENDIX 6

Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan   : SMAN 2 Selayar

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : X / Genap

Materi Pokok : NARRATIVE TEXT

Sub Tema   : Dongeng *fairytales*

Alokasi Waktu   : 6 x Pertemuan

A. Kompetensi Inti (KI)

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar (KD), Indikator Pencapaian Kompetensi (IPK)

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytales*, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1 **Menjelaskan** fungsi sosial, struktur text dan unsur kebahasaan dari beberapa teks naratif tentang *fairytales* pendek dan sederhana. 3.7.2 **Menganalisis** fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks naratif tentang *fairytales,* pendek dan sederhana.
2.	4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait *fairy tales*	4.7.1 **Melengkapi** teks rumpang naratif lisan berupa video. 4.7.2 **Menyusun** paragraf acak menjadi sebuah teks naratif terkait *fairytales* yang runtut sesuai dengan urutan yang logis.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik dapat *menjelaskan* dan *menganalisis* fungsi sosial, struktur text dan unsur kebahasaan dari beberapa teks naratif tentang fairytales pendek dan sederhana serta dapat *melengkapi, menyusun* dan *mempresentasikan* dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan teks naratif terkait *fairytales* pendek dan sederhana melalui metode think pair share di dalam kelas dengan baik dan bena

D. Model, Pendekatan dan Metode

1. Model   : Problem Based Learning
2. Pendekatan   : Scientific Approach
3. Metode   : Think Pair Share

E. Media dan Bahan

1. Media/Alat   : Buku, Spidol, Papan Tulis
2. Bahan   : Beberapa teks narrative, LKPD, Lembar penilaian
3. Sumber Belajar:
   o Siti Wachidah,dkk. Bahasa Inggris : Think Globally Act Locally. Buku siswa edisi revisi 2018. Jakarta: Kemdikbud.2018

   o Siti Wachidah,dkk. Bahasa Inggris : Think Globally Act Locally. Buku guru edisi revisi 2018. Jakarta: Kemdikbud.2018

   o Endah Pangestika, S.Pd. "Intensif" B. Inggris Kurikulum 2013 revisi kelas IX. Solo: Usaha Makmur Solo. 2022.
   o Internet : https://www.youtube.com/watch?v=rVL0yCQ4Wr0 // Snow white and seven dwarfs
   o Jurnal : Faiza Maulida. *The Use Of Think-Pair-Share In Teaching Reading Comprehension*.Publised by: Journal of English Language Teaching (2017). https://journal.unnes.ac.id/sju/index.php/elt/article/view/20456/9701
   o Retno Dwigustini. *Think Pair Share Technique to PromoteStudents' Reading Comprehension.* Publised by: Jurnal Ilmu Pendidikan (JIP) (2020).

F. Langkah-Langkah Kegiatan PembelajaranPertemuan ke 1

Langkah Pembelajaran	Sintak Model Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan		• Guru dan Peserta didik Mengucapkan salam *(Greeting)*, mengecek kebersihankelas, berdoa *(Religius)* dan • Guru mengecek kehadiran (absensi). 　*-. Who is absent today* • Guru memberikan motivasi kepada peserta didik, serta menganjurkan untukmengkuti aturan menjaga Protokol Kesehatan *(disiplin)* *-. Don't forget to keep your distance, weara mask and wash your hands often* • **Ice Breaking "catch mouse andCat"** • Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti prosespembelajaran 　*-. Are you ready to learn English today ?* Apersepsi • Guru mengaitkan materi sebelumnyadengan　　materi	15 menit PPK
Langkah Pembelajaran	Sintak Model Pembelajaran	Des kri psi	Alokasi Waktu
Kegiatan Pendahuluan		• Guru dan Peserta didik Mengucapkan salam *(Greeting)*, mengecek kebersihankelas, berdoa *(Religius)* dan • Guru mengecek kehadiran (absensi). 　*-. Who is absent today* • Guru memberikan motivasi kepada peserta didik, serta menganjurkan untukmengkuti aturan menjaga Protokol	15 menit PPK

		Kesehatan (*disiplin*)	
		-. Don't forget to keep your distance, weara mask and wash your hands often	
		• **Ice Breaking "catch mouse andCat"** • Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti prosespembelajaran *-. Are you ready to learn English today ?*	
		Apersepsi Guru mengaitkan materi sebelumnyader hari ini. Materi dengan pengalam dengan melihat gambar pada	
Kegiatan Pendahuluan		• Guru dan Peserta didik Mengucapkan salam (*Greeting*), mengecek kebersihankelas, berdoa (*Religius)* dan • Guru mengecek kehadiran (absensi). *-. Who is absent today* • Guru memberikan motivasi kepada peserta didik, serta menganjurkan untukmengkuti aturan menjaga Protokol Kesehatan (*disiplin*) *-. Don't forget to keep your distance, weara mask and wash your hands often* • **Ice Breaking "catch mouse andCat"** • Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti prosespembelajaran *-. Are you ready to learn English today ?* Apersepsi • Guru mengaitkan materi sebelumnyadengan materi	15 menit PPK

		buku, dan bertanya; **-. Do you ever watch a fairytale?** **-. What story title do you like?** ect." • Guru menyampaian tujuan pembelajaran, cakupan materi, uraian kegiatan serta penilaian apa saja yang diambil pada pertemuan ini. • Guru memotivasi peserta didik dengan memberi wawasan tentang pentingnya mempelajari teks naratif	
Kegiatan Inti	Tahap - 1 Orientasi peserta didik pada masalah (20 menit)	***CreativityThinking and innovation*** • Peserta didik **mengamati** (***Observing***) text naratif lisan berupa video "The Snow White and The Seven Dawrfs". *Literasi - TPACK* **Critical Thinking** • Peserta didik didorong untuk **mengajukan pertanyaan** (***Questioning***) terkait video yang dilihat. • Guru memberikan stimulus berfikir kepada peserta didik dengan pertanyaan pematik **-. "Do you ever watch the story before?,** **- . How many characters there?, - .** **- . Who are they?,** **- . Is the story happy or sad ending?, etc."** • Peserta didik melengkapi kalimat rumpang tentang video naratif yang telah diamati. (LKPD 1)	55 menit *THINK*
	Tahap - 2 Mengorganisasi peserta didik	**Collaboration** • Peserta didik dibagi menjadi kelompok berpasangan untuk berdiskusi saling menuangkan ide dari pertanyaan guru. • Peserta didik mendiskusikan LKPD 2 secara berpasangan **(Gotong Royong)**	20 menit
	Tahap - 3 Membimbing	*Critical Thinking and Problem Solving*	

	Penyelidikan	• Peserta didik **mengumpulkan data dan informasi** (*Collecting Information*) dari berbagai referensi atau sumber untuk mendapatkan penjelasan dan pemecahan masalah.	

Penutup		• Guru dan peserta didik bersama-sama menyimpulkan materi pelajaran hari ini. • Guru dan peserta didik bersama melakukan refleksi terhadap apa yang telah dan belum peserta didik lalukan dan dapatkan hari ini. • Guru menginformasikan pembelajaran yang akan dilakukan untuk pertemuan selanjutnya • Guru mengakhiri pembelajaran dengan memberikan pesan dan tetap semangat untuk belajar dan diakhiri dengan berdoa bersama dan salam	**10 menit**

Pertemuan ke 2

Langkah Pembelajaran	Sintak Model Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan		• Guru bersama peserta didik saling mengucapkan ***salam*** Pembuka, ***Berdoa*** serta menyampaikan kabar masing-masing. *(greeting)* (***Religius***) ***PPK*** • Guru mengecek kehadiran (absensi). ***-. Who is absent today ?*** (***Disiplin***) • Guru memberikan motivasi kepada peserta didik, serta menganjurkn untuk mengkuti aturan menjaga Protokol Kesehatan *(disiplin)* ***-. Don't forget to keep your distance, wear a mask and wash your hands often*** • Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran ***-. Are you ready to learn English today ?*** **Apersepsi** • Guru mengaitkan materi dengan pengalaman peserta didik. Guru mengaitkan materi sebelumnya dengan materi hari ini. • Guru mengajukan pertanyaan yang ada keterkaitnnya dengan pelajaran yang akan dilakukan. ***-. Do you still remember what***	(15 menit)

		you learned in the last meeting?	
		• Guru menyampaikan motivasi manfaat apa yang diperoleh dengan mempelajari teks narrative. ☐	
Kegiatan inti	Tahap 4 Mengembangkan dan menyajikan hasil	***Creativity Thinking and innovation*** • Guru memberikan LKPD 3 kepada peserta didik • Masing-masing kelompok berdiskusi untuk menghasilkan solusi pemecahan masalah. (***Associating***) • Peserta didik menempelkan hasil kerja mereka pada kertas manila dan menghias sebagus mungkin.	25 menit
	Tahap - 5 Menganalisis dan mengevaluasi proses	***Communication*** • Guru meminta peserta didik **melakukan presentasi** (**Communicating**) secara unjuk karya untuk menyajikan hasil laporan yang telah mereka buat kepada teman-temannya. • Peserta didik mendapatkan feedback dari teman yang mengunjungi karyanya	25 menit
Kegiatan Penutup		• Guru dan peserta didik bersama-sama menyimpulkan materi pelajaran hari ini. • Guru dan peserta didik bersama melakukan refleksi terhadap apa yang telah dan belum peserta didik lalukan dan dapatkan hari ini. • Guru menginformasikan pembelajaran yang akan dilakukan untuk pertemuan selanjutnya. • Guru mengakhiri pembelajaran dengan memberikan pesan dan tetap semangat untuk belajar dan diakhiri dengan berdoa bersama dan salam. ***Religius***	15 menit

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Pertemuan ke- 3

Langkah Pembelajaran	Sintak Model Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan		• Guru memberi salam dan tegur sapa. • Guru mengarahkan peserta didik untuk berdoa terlebih dahulu sebelum proses belajar dimulai. • Guru memberikan motivasi belajar kepada peserta didik agar memastikan peserta didik siap untuk belajar. • Guru mengarahkan peserta didik ke topik	10 menit PPK
Kegiatan Inti		• Guru memberikan pertanyaan terkait narrativetext (fungsi sosial dan struktur narrativetext) kepada siswa dan memberikan mereka waktu untuk berpikir mandiri • Siswa memberikan jawaban terkait pertanyaan guru • Dengan bimbingan guru, peserta didik menentukan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks • report. • Guru membagikan peserta didik dalam beberapa kelompok kecil yang terdiri dari 2-4 orang. • Peserta didik menentukan fungsi sosial, struktur teks dan unsur kebahasaan secara berkelompok (LK 1). • Peserta didik dan guru memberikan penegasan dan penguatan • terhadap jawaban peserta didik. • Perwakilan setiap kelompok akan mempresentasikan hasil diskusi didepan kelas. • Peserta didik membuat ringkasan tentang hal-hal yang telah dipelajari terkait fungsi sosial, struktur teks, dan unsur kebahasaan dari teks report. • Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami	70 menit
Kegiatan Penutup		• Siswa menyimpulkan dengan bimbingan guru tentang hal-hal penting yang muncul dalam kegiatan pembelajaran • Guru mengevaluasi, memberikan motivasi serta refleksi atas materi yang telah diberikan. • Guru dan siswa menutup kegiatan belajar mengajar dengan mengucapkan Hamdallah dan salam	10 Menit

Pertemuan ke- 4

Langkah Pembelajaran	Sintak Model Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan		• Kegiatan Pendahuluan (10 Menit) • Guru memberi salam dan tegur sapa. • Guru mengarahkan peserta didik untuk berdoa terlebih dahulu sebelum proses belajar dimulai. • Guru memberikan motivasi belajar kepada peserta didik agar memastikan peserta didik siap untuk belajar. • Guru mereview pelajaran sebelumnya. • Guru mengarahkan peserta didik ke topik	10 menit PPK
Kegiatan Inti		• Kegiatan Inti (70 Menit) • Peserta didik mengamati video contoh teks narrativeyang diberikan • oleh guru • Guru memberikan pertanyaan terkait tenses yang digunakan dalam narrativetext yang diberikan. • Peserta didik diberi kesempatan untuk berpikir secara mandiri jawaban atas pertanyaan yang diajukan guru. • Guru memberikan kesempatan kepada siswa untuk menjawab pertanyan dan kemudian kembali dipertegas oleh guru • Dengan bimbingan guru, peserta didik mempelajari grammar terkait tenses yang digunakan dalam menulis teks report • Guru meminta peserta didik untuk duduk berpasangan • Secara berpasangan, peserta didik berdiskusi dan mengerjakan latihan yang diberikan oleh guru (LK 2). • Perwakilan setiap kelompok akan mempresentasikan hasil diskusi didepan kelas. • Peserta didik membuat ringkasan tentang hal-hal yang telah dipelajari terkait simple present tense dari teks report. • Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami	70 menit

| Kegiatan Penutup | | • Siswa menyimpulkan dengan bimbingan guru tentang hal-hal penting yang muncul dalam kegiatan pembelajaran
• Guru mengevaluasi, memberikan motivasi serta refleksi atas materi yang telah diberikan.
• Guru dan siswa menutup kegiatan belajar mengajar dengan mengucapkan Hamdallah dan salam | 10 Menit |

Pertemuan ke- 5

Langkah Pembelajaran	Sintak Model Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan		• Kegiatan Pendahuluan (10 Menit) • Guru memberi salam dan tegur sapa. • Guru mengarahkan peserta didik untuk berdoa terlebih dahulu sebelum proses belajar dimulai. • Guru memberikan motivasi belajar kepada peserta didik agar memastikan peserta didik siap untuk belajar. • Guru mereview pelajaran sebelumnya. • Guru mengarahkan peserta didik ke topik	10 menit PPK
Kegiatan Inti		• Guru memberikan waktu kepada siswa untuk berpikir terkait topic narrativeteks tsunami. • Peserta didik mempersiapkan jawaban dengan menulis poin • penting • Guru meminta peserta didik untuk duduk berpasangan • Secara berpasangan,peserta didik berdiskusi dan mengerjakan latihan yang diberikan oleh guru (LK 3). • Perwakilan setiap kelompok akan mempresentasikan hasil tulisan didepan kelas. • Peserta didik membuat ringkasan tentang hal-hal yang telah dipelajari . • Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami	70 menit
Kegiatan Penutup		• Siswa menyimpulkan dengan bimbingan guru tentang hal-hal penting yang muncul dalam kegiatan pembelajaran • Guru mengevaluasi, memberikan motivasi serta refleksi atas materi yang telah diberikan. • Guru dan siswa menutup kegiatan belajar mengajar dengan mengucapkan	10 Menit

		Hamdallah dan salam	

Pertemuan 6

Langkah Pembelajaran	Sintak Model Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan		• Kegiatan Pendahuluan (10 Menit) • Guru memberi salam dan tegur sapa. • Guru mengarahkan peserta didik untuk berdoa terlebih dahulu sebelum proses belajar dimulai. • Guru memberikan motivasi belajar kepada peserta didik agar memastikan peserta didik siap untuk belajar. • Guru mereview pelajaran sebelumnya. • Guru mengarahkan peserta didik ke topik	10 menit PPK
Kegiatan Inti		• Peserta didik mengamati dan menyimak tayangan gambar tentang NARRATIVE TEXT • Guru memberikan pertanyaan secara lisan terkait dengan gambar • Guru meminta peserta didik untuk memikirkan • pertanyaan tersebut secara mandiri untuk beberapa saat. • Guru meminta peserta didik berpasangan dengan • peserta didik yang lain • Peserta didik secara berpasangan mendiskusikan apa yang telah dipikirkannya tentang tayangan gambar NARRATIVE TEXT • Peserta didik secara berpasangan membandingkan jawaban atau hasil pemikiran mereka dengan mendefinisikan jawaban yang dianggap paling benar atau paling meyakinkan. • Guru meminta kepada pasangan untuk berbagi dengan seluruh kelas tentang apa yang telah mereka bicarakan.	70 menit

		• Setiap pasangan melaporkan hasil kerja kelompoknya • Guru meminta kepada pasangan untuk berbagi dengan seluruh kelas tentang apa • Setiap pasangan melaporkan hasil kerja kelompoknya	
Kegiatan Penutup		• Siswa menyimpulkan dengan bimbingan guru tentang hal-hal penting yang muncul dalam kegiatan pembelajaran • Guru mengevaluasi, memberikan motivasi serta refleksi atas materi yang telah diberikan. • Guru dan siswa menutup kegiatan belajar mengajar dengan mengucapkan Hamdallah dan salam	10 Menit

G. PENILAIAN

1. Teknik Penilaian

   a. Penilaian Sikap   : Observasi saat pembelajaran tentang sikap tanggung jawab, disiplin, kerja keras dansopan santun

   b. Penilaian Pengetahuan   : Tes tertulis

   c. Penilaian Keterampilan   : Kinerja (Individu) dan Proyek (Kelompok)

2. Bentuk Penilaian   :

   a. Observasi   : Lembar pengamatan aktivitas peserta didik

   b. test tertulis   : PG dan LKPD

   c. Unjuk Kerja   : Lembar Penilaian Presentasi

H. Program Tindak Lanjut

1. Remedial

Peserta didik yang belum mencapai KKM 74 diberi tugas untuk membandingkan fungsi social, strukturteks dan unsur kebahasaan narrative teks dengan diberikan 10 soal

2. Pengayaan

Bagi peserta didik yang sudah mencapai KKM 74 diberi pengayaan berupa tugas mandiri untuk menganalisa fungsi social, struktur teks dan unsur kebahasaan narrative teks dari sumber lain

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UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Sri Indrian Aris

Nim   : 105351116218

Program Studi : Pendidikan Bahasa Inggris

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Research Service:
research@bg.unismuhmakassar.ac.id
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بســــم اللـه الرحمن الرحيـــم

SURAT KETERANGAN
PENGAJUAN JUDUL/DRAF PENELITIAN MAHASISWA
Nomor : 090/2018-BG-FKIP/Research/VI/1443/2022

Assalamu Alaikum Warahmatullahi Wabarakatuh.

Melalui surat ini, Prodi Pendidikan Bahasa Inggris FKIP Unismuh Makassar dalam hal ini Ketua Prodi menerangkan bahwa telah **menerima** judul beserta draf penelitian yang saudara(i) ajukan pada tanggal *6 Juni 2022*. Dengan keterangan dan pertimbangan di bawah ini:

Nama Mahasiswa	: SRI INDRIAN ARIS
Research Issue	: Language Testing and Assessment
NIM	: 105351116218
Dosen MK Seminar on ELT	: Ariana, S.Pd., M.Pd.
Judul Penelitian	: THE USE OF THINK PAIR SHARE TO IMPROVE STUDENTS' SPEAKING SKILL

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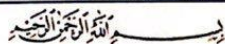
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Nama	:	Sri Indrian Aris
Stambuk	:	105351116218
Judul Penelitian	:	THE USE OF THINK PAIR SHARE TO IMPROVE STUDENTS' SPEAKING SKILL

Demikian surat ini disampaikan, atas kesediaan dan kerjasamanya kami ucapkan terima kasih *Jazaakumullahu Khaeran Katsiraan.*

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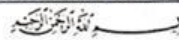Makassar, <u>3 Dzul Hijjah 1443 H</u>
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Perihal : Pengantar Penelitian

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Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	:	Sri Indrian Aris
Stambuk	:	105351116218
Program Studi	:	Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	:	Sariahang / 03-12-2000
Alamat	:	Jln. Sultan Alauddin 2 lorong 11

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: THE USE OF THINK PAIR SHARE TO IMPROVE STUDENTS SPEAKING SKILL AT SMA NEGERI 2 SELAYAR

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

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Nama　　　　: **SRI INDRIAN ARIS**
No. Stambuk　: **10535 1116218**
Fakultas　　　: **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan　　　: **Pendidikan Bahasa Inggris**
Pekerjaan　　: **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"THE USE OF THINK PAIR SHARE TO IMPROVE STUDENTS SPEAKING SKILL AT SMA NEGERI 2 SELAYAR"

Yang akan dilaksanakan dari tanggal 22 September 2023 s/d 22 November 2023.

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NBM 1127761

09-23

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Perihal	: **Izin penelitian**	Sulawesi Selatan

di-

Tempat

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N a m a	:	**SRI INDRIAN ARIS**
Nomor Pokok	:	105351116218
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	:	Mahasiswa (S1)
Alamat	:	Jl. Slt Alauddin, No. 259 Makassar

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Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" THE USE OF THINK PAIR SHARE METHOD ON STUDENTS' SPEAKING SKILL AT SMA NEGERI 2 SELAYAR "

Yang akan dilaksanakan dari : Tgl. **22 September s/d 22 Oktober 2023**

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Pada Tanggal 21 September 2023

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ASRUL SANI, S.H., M.Si.
Pangkat : PEMBINA TINGKAT I
Nip : 19750321 200312 1 008

Tembusan Yth
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<u>**SURAT KETERANGAN PENELITIAN**</u>
Nomor : 070 / 347 / XI/ 2023 / UPT SMAN 2 SLY

Yang bertanda tangan dibawah ini, :

Nama	:	**TAJUDDIN, S.Pd**
Nip	:	19760612 200312 1 016
Jabatan	:	Kepala Sekolah
Pangkat / Golongan	:	Pembina Tk I/ IVb

Menerangkan Bahwa yang tersebut Namanya di bawah ini :

Nama	:	**SRI INDRIAN ARIS**
Tempat/Tanggal Lahir	:	Sariahang, 3 Desember 2000
NIM	:	105351116218
Program study	:	Pendidikan Bahasa Inggris
Perguruan Tinggi	:	Universitas Muhammadiyah Makassar
Alamat	:	Jl. Sultan Alauddin 2

Adalah benar nama tersebut diatas telah melaksanakan Penelitian atau Observasi di SMAN 2 Selayar terhitung mulai tanggal 22 September s/d 22 Oktober 2023 dalam rangka penyusunan skripsi dengan judul:

"THE USE OF THINK PAIR SHARE METHOD ON STUDENTS' SPEAKING SKILL
AT SMA NEGERI 2 SELAYAR "

Demikianlah Surat Keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Batangmata, 10 Nopember 2023
Kepala UPT SMAN 2 Selayar

TAJUDDIN, S.Pd
NIP.19760612 200312 1 016

APPENDIX 7

DOCUMENTATION

CURRICULUM VITAE

The researcher, Sri Indrian Aris was born on December, 3rd 2000 in Sariahang, South Sulawesi. She has one sibling, She is the first child from the marriage of her parents, Andi Usman and Risnawati. She began her education in SD Negeri Barangka and graduated in 2012. Then she continued her study in SMP Negeri 1 Batangmata and graduated in 2015. Afterwards, she continued her study in SMA Babussalam and graduated in 2018. In the same year, she was accepted as a students in English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar