IMPROVING SPEAKING SKILL THROUGH COOPERATIVE LEARNING METHOD ESPECIALLY THINK PAIR SHARE STRATEGY ON THE EIGHT GRADE STUDENTS' AT SMP PESANTREN PUTRI YATAMA MANDIRI
(A Classroom Action Research)

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar
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ABSTRACT

CITRA NUR SYARIFAH TUSYADIAH, 2019. Thesis of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. *Improving Speaking Skill through Cooperative Learning Method Especially Think Pair Share Strategy on the Eight Grade Students' of SMP Pesantren Putri Yatama Mandiri.* Supervised by H. Bahrum Amin and M. Astrianto Setiadi.

The objective of this research to improve students' speaking ability using Think Pair Share Strategy of cooperative learning for the eighth grade students of SMP Pesantren Putri Yatama Mandiri. This research was a class room action research. The actions were implemented in two cycles based on the class schedule. The subject in this research was 27 students. The researcher used two instruments namely: speaking test and observation sheet. The data analyzed through quantitative analysis. The researcher observed speaking accuracy in terms of vocabulary and grammar and speaking fluency in terms of smoothness and self-confidence.

The findings of the research showed the use of Think Pair Share Strategy was able to improve students' speaking ability. The result of the students' mean score in speaking accuracy in term of vocabulary in cycle I was 6.59, cycle II was 7.97 it was improved 1.12. Grammar in cycle I was 6.59, cycle II was 7.73 it was improved 1.14. Speaking fluency in term of smoothness in cycle I was 7.10, cycle II was 8.22 it was improved 1.12, self confidence in cycle I was 6.62, cycle II was 8.54 it was improved 1.92.

Based on research using Think Pair Share Strategy gave the students more chances to speak in English. The students became more familiar in English. The students became confident to speak up English. They actively participated during the teaching and learning process. The use of classroom English helped the students to be more familiar with English. The vocabulary and grammar also helped them to enrich their vocabulary knowledge grammar and build their accuracy and fluency.

Keywords   : *Think Pair Share, Cooperative Learning and Speaking Ability*

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INTRODUCTION

A. Background

English is very important to be learned because English is international Language, it means by knowing English well you be able to communicate with the foreigners with different language and culture. In Indonesia English is the first foreign language that taught at school and it is considered as an important subject to acquire the knowledge, and to develop technology, art, and culture. English is one of subject which is taught from kindergarten school until university. Based on the school curriculum for English, teaching English is a subject that is consists of four skills such as listening, speaking, reading, and writing. Moreover, there are some elements of language that should be taught to develop these four skills they are: grammar, vocabulary, pronunciation, and spelling.

Actually all of English skills and English elements are important, but speaking is the most important skill that should be mastered by English learner. Speaking ability able to describe how far the language learner mastered about the

language itself. Speaking ability is challenging to mastering because speaking skill covers all of English elements. In the other opinion Turk, C (2003:20) states spoken language was the first form of communication between human beings. From that statement can be concluded that speaking is the first skill that should taught when someone learns about a language.

In relation with speaking the standard competencies for speaking that should be mastered by eight grade students of junior high school, namely: (1) expressing meaning in very simple transactional conversation and interpersonal to do interaction with surrounding environment. (2) Expressing meaning in spoken functional texts and very simple monolog in the from descriptive and recount to do interaction with surrounding environment. Now days, people believe that if the goal of English course is truly to enable students to communicate in English, then

Speaking skill should be taught and practiced in classroom. It is related to speaking as the activity that takes the fundamental part of human communication in which we spend more time to speak than to read and write. Therefore, in teaching English, speaking activities should be given more emphasis than reading and writing activities.

Unfortunately now days student face a complicated problem in using English specially speaking. From that statement concluded that there are some problems that perhaps found in speaking skill. In some cases they perhaps know about some vocabulary that they needs to express about some information or expression but they afraid to make mistake in pronunciation or structure or they feel shy to their friend when do a mistake. In the other cases they know about

structure but they have limited vocabulary. The last is that the teacher dominates the teaching activity using Indonesian so it can not increase students' speaking skill. Based on this condition the researcher decided to do the Classroom Action Research (CAR) by using Cooperative Learning Method which is limited in Think Pair Share strategy.

Cooperative Learning Method is a successful method in which small teams, each with students of different levels of ability, use a variety of learning to improve their understanding of a subject. Slavin in Isjoni,(2011: 15) states that in cooperative leaning method, students work together in four member teams to master material initially present by the teacher. From this statement we can conclude that cooperative learning is a method where learning and working in a small group consist of 3 until 6 members collaboratively be able to stimulate students more interest in learning process.

Cooperative learning method has many strategies; therefore this research will be limited in Think Pair Share. The Think-Pair-Share strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer. This learning strategy promotes classroom participation by encouraging a high degree of pupil response, rather than using a basic recitation method in which a teacher poses a question and one student offers a response. Additionally, this strategy provides an opportunity for all students to share their thinking with at least one other student which, in turn, increases their sense of involvement in classroom learning. Think-Pair-Share can also be used as in

information assessment tool; as students discuss their ideas, the teacher can circulate and listen to the conversations taking place and respond accordingly.

B. Problem Statement

Based on the background of the research, the research question can be formulated as follows: "Can the students speaking skill of the eight grade in SMP Pesantren Putri Yatama Mandiri be improved through Cooperative Learning especially in Think Pair Share Strategy?"

C. Objective of the Research

The objective of the research is to find out the improving the eighth grade students' speaking skills of SMP Pest. Putri Yatama Mandiri through Cooperative Learning Especially in Think Pair Share Strategy.

D. Significance of the Research

The benefits of this research are:

1. Theoretical significance

   This research may contribute for further understanding of the use of Think-Pair-Share strategy in improving students" speaking skills especially in junior high school.

2. Practical significance

   a. Teachers can make use of the research findings to enrich their teaching methods and strategy. It can also be used by English teachers in other schools to solve a similar problem.

b. The result of the study would make the students learn how think-pair-share strategy improved their speaking ability by enhancing their self esteem because they were given time to think their ideas before they share it to others.

c. The school can make a good use of the result of the study to solve similar problem connected to speaking ability, cooperative learning, etc. that may arises in the future.

d. The result of the study can be used as references on using cooperative learning to improve the teaching of English speaking in a large class and it can inspire other researcher to conduct research on similar topic.

e. The result of the study will be useful for all elements in teaching and learning process of English. It also enriched the knowledge of teaching English to junior high school students in the English department.

E. Scope of the Research

This research used class room action research. At this research focuses on Cooperative learning especially Think Pair Share strategy to improve speaking ability. In order to avoid misunderstanding about this research later, the researcher limited speaking ability that focus on accuracy in terms of vocabulary and grammar while fluency in terms of smoothness and self confidence.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Studies

Think-pair-share strategy is one of the engaging strategies in teaching and learning process of English. This strategy benefits the students in the areas of peer acceptance, peer support, academic achievement, self-esteem, and increased interest in other students and school. It can also improve the students" involvement and achievement in the class.

There are some other research studies which are related to this study. The first research about the use of think-pair-share strategy was conducted by Robertson (2006), it is entitled "Increase Students Interaction with Think-Pair-Share and Circle Charts". The results of the research study show that think-pair-share strategy can improve the students" interactions during the teaching and learning process.

Other researcher, Abdurrahman (2011) conducted an action research study in applying think-pair-share strategy to improve students' speaking

skills among the students at the Islamic Education Department of STAIN Ternate. From the speaking performance score, it can be seen that think-pair-share strategy successfully improved students" speaking skills. The scores of speaking performance from cycle to cycle were improved.

An Experimental Study by Sulistyorini (2011) entitled "The Use of Think-Pair-Share technique to Improve Students" Speaking Ability at the Tenth Grade Students of SMA N 1 Karangkobar in the Academic Year of 2010/2011" also proved that think-pair-share strategy is effective to improve the speaking skills of senior high school students.

In conclusion, think-pair-share is a cooperative strategy that aims many advantages in improving students" speaking skills. Considering the effectiveness of think-pair-share strategy an action research on improving students" speaking skills in the eighth grade students of SMP Pest. Putri Yatama Mandiri was conducted. What makes this study different from other studies is laid on the school level, socio-cultural background, and geographical circumstances.

B. Some Pertinent Ideas

2.1 Concept of Speaking

2.1.1 Definition of Speaking

There are some definition and perspective of speaking proposed by many experts. Speaking is the productive skill the oral mode. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in variety of contexts (Chaney and Burk, 1998).

Speaking is a productive skill which means it involves producing language rather than receiving it (Spratt et al, 2005:34) the ability to produce oral language considered by several aspects such as intonation, stress, etc. When students able to produce spoken language, furthermore they should consider the fluency and accuracy. Fluency is speaking at normal speed with no hesitation, repetition, or self-correction while accuracy means the perfect use of grammar, vocabulary, and pronunciations.

According to those theories, it can be concluded that speaking is the ability to express something through spoken media. Speaking means putting someone" ideas, perceptions, feelings, concerns, and thoughts into words to make other people or the hearers convey the speakers" message.

2.1.2 Conception of Speaking Skill

Speaking is an activity when people use their voice to deliver their opinion, suggestion, information even critic. When we talk about something of course there are many elements that we should understand those are: the topic of what the speaking about, vocabulary, grammar, and also intonation. Topic of speaking is important to be mastered by speaker because by mastering the topic the speaker will be easier to divide the important things from the topic that will be asked to the listeners. The second element is vocabulary, it is important for speaker in order to speak well at least the speaker has enough vocabularies to express some idea. Grammar is very useful when people speaking, because grammar is able to give implicit meaning in speaking activity. The last one is intonation; by using the appropriate intonation probably make the information

successfully transferred to the listeners. All of the elements are needed to make a good understanding between speaker and listener.

Anderson and Bachman (2009:1) claim that speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. As known that language ability can measured from four language skill however now days people usually judge the language skill from how well someone able to speak in language itself. The professionals are expected to have good speaking skill; in addition, many people speak in order to show their ability and influence someone, for example politicians, teacher, lawyer however president.

Brown (2003: 140) states that speaking is productive skill that can directly and empirically observed, those observations are invariably colored by accuracy and effectiveness of a test – taker's listening skill which is necessary compromises the reliability and validity of an oral production test. From that statement it can be concluded that listening skill has a big influence in speaking skill. Listening is a first language skill that taught when the learners learn about language because listening skill can give the learners how to improve speaking skill. By listening learners able to learn how to speak from the models, it will give a good effect to learners. In addition listening able to add the vocabularies mastering; influence the pronunciation and intonation.

From all statements above it can be concluded that speaking skill is an important skill to be mastered when someone learn about language especially foreign language. Speaking skill becomes the most important skill since people have belief that language mastery is able to be judged from how well someone

speak. In language teaching, language is essentially speech. Someone on his or her daily life needs to be able in using English as good as possible in order to make a comprehensible situation in speaking. In addition, the language function should also be involved in this skill which it involves the use of grammar, comprehension, fluency, and all of these should be used appropriately in a social interaction. Therefore the appropriate method and strategy are needed to improve students' speaking skill.

2.1.3 The Importance of Speaking Skill

Speaking skill is the productive skill in the oral mode. Like the other skill, speaking is more complicated that seems at first and involves more than just pronouncing words. There are five components of speaking skill that can be defined as follows: pronunciation, grammar, vocabulary, fluency and comprehension. To be a good speaker the English learners have to master all of the components. However, besides those linguistic components above there are many factors that influence speaking ability. Turk, C (2003:5) states that if we want to improve speaking skills first we must be aware of ourselves, our motivations, behavior patterns, and likely mistakes. From that statement it can be concluded that our own motivation and also our environment are the emphasis factors in improving speaking skill. If the learners have a high motivation to improve their speaking skill, they will study hard and find many sources and model about speaking skill. The environment is the next important factor that influences learners speaking skill, because if people around the learners are able to speak well it will be easily for the learners to copy their way to speak.

Speaking skill becomes the important aspect of language when studying the language especially English without practicing to speak is useless. Celce Murcia and Olshtain in Gruyter (2006:139) state that speaking in a second language has been considered the most challenging of four skills are given the fact that it involves a complex process of constructing meaning. That statement can describe that speaking skill is the most important thing to be mastered when people learn English because speaking is a process of constructing meaning; it covers almost all of language components. Through speaking someone can express their minds, ideas, and thought freely and spontaneously. In addition purpose of teaching speaking is to guide both the teachers and students to use then target language as a common language in teaching learning process even in their daily life.

In global era speaking ability in English is useful in many situations and places. Such as in the school, apply for a job, or when someone goes to the other country because English is international language. That fact requires people to master English active in order to make verbal interaction with people around the world.

2.1.4 Difficulties in Speaking

There are many factors that influence students" speaking ability. These factors came from the teacher, the process of teaching and learning, the atmosphere of the school environment, or the students themselves. Nevertheless, the crucial factors come from the students because they are the main target of teaching and learning process. Most of students have low interest and motivation

in speaking English because they think that English is difficult to understand. According to Brown (2001:270), the difficulties are:

1) Clustering learners can organize their output both cognitively and physically (in breath groups) through such 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. all form special problem in teaching spoken English.

4) Performance Variables. Performance hesitations, pauses, backtracking, and correction are the phenomena that differentiate native and nonnative speakers. However, students can actually learn how to pause and to hesitate.

5) Colloquial Language. Students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6) Rate of Delivery. Learners should achieve an acceptable speed along with the attributes of fluency.

7) Stress, Rhythm, and Intonation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction. Learning to produce waves of language in a vacuum-without interlocutors- would rob speaking of its richest components: the creativity of conversational negotiation.

Those are the difficulties in speaking that influence students' motivation and interest in speaking English. By knowing students' difficulties, teacher could help them to overcome their problem. It also can be used by the teacher as guidance in teaching and learning process. Designing a suitable materials and

media can also refer to students' difficulties so that the students would have no more difficulties

2.1.5 Learning Speaking

Almost all human beings acquire their second language through formal education. Learning speaking is a complex process. Being able to speak in English is important if people want to be successful in this era. However, students still found it difficult to communicate or interact in English. William and Burden in Harmer (2001:51) suggest that motivation is a state of cognitive arousal which provokers a decision to act as a result of which there is sustained intellectual and or physical efforts so that the person can achieve some previously set goal. If the students have motivation to be able to speak in English, they will find it easy to learn it. Harmer (2001:53) continues with, if students continue to be intrinsically motivated they clearly need to be interested both in the subject they are studying and in the activities and the topics they are presented with. These are some strategic action that will help the students to speak in English confidently.

1) Speak to people. Listening, writing and reading but speaking is equally important :

   a) Talk to your classmate or friends in English as much as possible

   b) Use the idioms and phrases you learned from reading or lessons and speak out loud.

   c) Don't be afraid to make mistakes, speaking helps to reinforce the structure of English in your mind

2) Make friends with native- English speakers. This is the most difficult task because of the difference in culture. You have to know enough

things and good listening skills if you want to have good conversations with an American or Briton. Remember to ask you question to keep the conversation going. When someone asks you question, give more than just the basic information for example, if someone asks " Do you like living here?" don't just answer " Yes or no" but tell them why.

3) Use your newly-learned idioms or vocabulary. Once you use the words which you memorized, you will never forget them again.

4) Use learning tools and classes

Use an English- Indonesia dictionary. If you find some words that you don't know, look them up in your dictionary immediately. Students can join a speaking club in the school to increase their input of English.

a. **Teaching Speaking**

There are bunches of categories of speaking activities. Harmer (2007:348) classifies classroom speaking activities into some type. They are:

1) Acting from a script: Play scripts and acting out dialogue

2) Communication games: Information gap games and television and radio games

3) Discussion: Buzz groups, Instant comments, Formal debates, Un planned discussions, and Reaching a consensus

4) Prepared talks

5) Questionnaires

6) Simulation and role-play

Those are some categories of classroom speaking activities. Richards (2006) mentions activities that are mostly have same characteristics as Harmers.

1) Accuracy versus Fluency Activities

Accuracy refers to the ability to produce grammatically correct sentence and pronounce it perfectly but may not include the ability to speak or write fluently. According to Richards (2006:14), fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns.

2) Mechanical, Meaningful, and Communicative Practice

   a) Mechanical practice. For example, repetition drills and substitution drills designed to practice use of particular grammatical or other items.

   b) Meaningful practice. For example, to practice the use of prepositions and to describe locations of places, students might be given a street map and a list of prepositions.

   c) Communicative practice. For example, students draw a map of their neighborhood and answer questions about the location.

3) Information-Gap Activities

   An important aspect of communication in CLT is the notion of information gap. This refers to the fact that in real communication, people normally communicate to get information they do not possess.

Thus, they will draw vocabulary, grammar, and communication strategies to complete a task.

4) Jigsaw Activities

Typically, the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In so doing, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice.

5) Task-completion activities: puzzles, games, map reading, and other kinds of classroom tasks in which the focus is on using one‟s language resources to complete a task.

6) Information-gathering activities: student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.

7) Opinion-sharing activities: students compare values, opinions, or beliefs with each other.

8) Information-transfer activities: these require learners to take information presented in one form, and represent it in a different form.

9) Reasoning-gap activities: These involve deriving some new information from given information through the process of inference, practical reasoning, etc.

10) There are still numerous activities that have not been mentioned. Teacher could apply the suitable activities that match the students' need and ability.

b. Types of Classroom Speaking Performance

According to Brown (2001:271, 2004: 141) there are six types of speaking performances. They are as follows:

1) Imitative

Imitative is carried out not for the purpose of meaningful interaction, but for focusing on particular element of language form, for example, drilling. This method helps to establish certain psychomotor pattern and to associate selected grammatical forms with the appropriate context.

2) Intensive

This type of speaking performance goes one step beyond imitative. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are „going over" certain forms.

3) Responsive

Responsive is good because it is meaningful and authentic. For example, short replies to teacher- or student-initiated questions or comments.

4) Transactional (Dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language. Example of this kind of performance is conversation.

5) Interpersonal (Dialogue)

This performance carried out more for maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all the following factors: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert "agenda".

6) Extensive (Monologue)

Extensive language is for intermediate to advanced level students. The forms of extensive language are, for example: reports, summaries, or short speeches. The register is more formal and deliberative.

Those are some types of speaking assessment. The teacher could choose the most appropriate and suitable one to assessing students" speaking competence. It depends on the need.

c. Assessing Speaking

Assessment means judging learners' performance by collecting information about it (Spratt et all, 2005:71). Assessing speaking easy as assessing reading and writing since speaking is a productive skill. There is some factor influenced teacher's impression on how well students can speak English. The score from one teacher may different from the other. Therefore, the teacher needs to assign several scores for each response, each score representing one of several traits like pronunciation, fluency, vocabulary use, grammar, and comprehensibility. There are five basic types of speaking assessment; they are imitative, intensive, responsive, interactive, and extensive (Brown 2004:140-142).

1) Imitative speaking

In the era of communicative language teaching, non-meaningful imitation is ineffective and wasted. On the other hand, an overemphasis on fluency can sometimes lead to the decline of accuracy in speech. Speaking performance in imitative speaking is the ability to simply imitate a word, phrase, or sentence.

2) Intensive

At this level, students are ought to be able to produce short stretches of discourse (not sentence level anymore). Examples of intensive assessment are directed response tasks, read-aloud tasks, picture-cued tasks, and translation.

3) Responsive

Responsive speaking requires excellent creativity from the students. Students not merely show what they have learn but also develop the situation as creative as possible. However, this assessment limited on short conversation, standard greeting and small talk, simple request and comment, and the like.

4) Interactive

Interactive speaking involves relatively long stretches of interactive discourse. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationship.

5) Extensive

The level of difficulty in extensive speaking is great. It not only involves accuracy or fluency but also creative thinking and imagination. Extensive oral production tasks include speeches, oral presentation, picture-cued story-telling, and translation (extended prose).

2.2 Concept of Cooperative Leaning Method

2.2.1 Definition Cooperative Learning Method

Cooperative learning method can be an appropriate method to use in teaching learning process to improve students speaking skill. Cooperative learning method has several techniques that stimulate the student to make

verbal interaction with the other member of the class. Cooperative learning method is a method that divides the class member to several groups and arranges the students to work in a group. This method is useful to encourage the students' activeness and responsibility to their own self and their team members. Moreover Slavin (2000:5) states that all cooperative learning methods share the idea that students work together to learn and are responsible for their teammates' learning as well as their own. In addition to the idea of cooperative work, student team learning methods emphasize the use of team goal and team success, which can be achieved only if all members of the team learn the objectives being taught. That is, in student team learning the students' tasks are not to do something as a team but to learn something as team.

Isjoni (2011:33) states that learning in constructivism or cooperative learning method able to arouse the students' conviction to their self and courage to face the problem and solve it in a new learning situation; in addition, students who learn in constructivism are given chances to build their own understanding. First, learning is a process to build knowledge; not knowledge reserve process. Second, students use their knowledge to build the new knowledge and the third, learning process is depended of environment situation. The statement above can describe that constructivism or cooperative learning method can be used to build the understanding about concept or idea more clearly when students directly involvsed in knowledge development itself. Remembering process will be easier after understanding a concept; students can remember the concept longer because students actively

involved in constructing the reserve knowledge with their own knowledge in addition to find their own knowledge concept.

In relation with speaking skill, cooperative learning method is an appropriate method to arouse the students' activeness to construct their own concept to express their idea or even their knowledge in verbal communication. Moreover, Celce Murcia and Olshtain in Gruyter (2006:139) state that speaking in a second language has been considered the most challenging of four skills are given the fact that it involves a complex process of constructing meaning.

2.2.2 Elements of Cooperative Learning

Johnson and Smith (1998), Brown and Thomson (2000), and Kagan (1994) using the five principles known by the acronym PIGSF. They are as follows:

1) Positive Interdependence

Team members perceive that they need each other in order to complete the group's task. The leader may structure positive interdependence by establishing mutual goals, joint rewards, shared resources, and assigned roles.

2) Individual Accountability

Assessing the quality and quantity of each member''s contributions and giving the results to the group and the individual. Each student must demonstrate mastery of the content being studied. Students are accountable for their learning and work, therefore eliminating "social loafing"

3) Group Processing

Groups need specific time to discuss how well they are achieving their goals and maintaining effective working relationships among members. Every so often groups must assess their effectiveness and decide how it can be improved.

4) Small Group Skills

Social skills must be taught in order for successful cooperative learning to occur. Groups cannot function effectively if members do not have and use the needed social skills. Collaborative skills include leadership, decision-making, trust-building, communication, and conflict-management skills.

5) Face-To-Face Interaction

Students promote each other's success by helping, sharing, and encouraging efforts to produce. Students explain to one another what they have or are learning and assist one another with understanding and completion of assignments.

If the teacher could maximize those five elements, the students would improve their skills in all aspects. They could also build their confidence and motivation because the learning activities in cooperative learning are beneficial yet fun.

2.2.3 Advantages of Cooperative Learning

Cooperative Learning has many advantages. Although cooperative grouping has a respectable theoretical pedigree, the effectiveness of which is backed up by the systematic research, very few studies have considered how best to put it into practice in classrooms (Bennett, 1994: 60). According to 29

Johnson & Johnson (1989) and Slavin (1995, 1996), there are three main categories of advantages: achievement, inter-personal relationships, and psychological health and social competence. These below are the benefits of cooperative learning:

1) It provides opportunities for higher order thinking as opposed to passive listening. Reinforces listening to others and gives opportunity for immediate feedback and adjustment of thought.

2) It promotes greater student-faculty and student-student interaction. Students assist each other in understanding material. Teacher has an opportunity to move from group to group, listen, and if add comments.

3) It increases students" retention and limits anxiety. Students are not overloaded with information. Students actually get time to think about, to talk about, and process information.

4) It permits opportunities to connect the content to real life. Students can provide real life examples of the content being discussed, thus increasing the relevancy of the learning.

5) It builds self-esteem in students. Students help each other as discussion occurs. Students are more likely to respond to the whole class after discussing thoughts with a partner or small group.

6) It provides for improvement of social interaction skills, greater acceptance of others, and a greater sense of "community" in the class.

7) It encourages alternative forms of assessment. Teacher has greater opportunities to observe actual processing of information, seeing the results of group projects or field experiences.

8) It promotes higher levels of achievement, greater depth of thought and improved attendance. Enjoyment of interaction and relevancy of content tend to encourage students to master the content. When students are responsible for reading a chapter, then use or discuss the content to create a product find that retention is greater.

9) Encourages innovation in both teaching and student involvement. Technology is easily incorporated by students and teacher. Students may e-mail each other, join chat rooms, and collaborate on group projects effectively using the technology, rather than meeting face-to-face.

These advantages could benefit the students in improving their speaking skills. Cooperative learning is designed to give every student opportunity to respond, to interact and to work in teams to maximize the learning to accomplish a common goal.

2.2.4 Strategy of Cooperative Learning Method.

Cooperative learning method has some strategy that able to be applied in the teaching learning process. All of the strategy is appropriate to improve the students' ability, as follows:

1) Jigsaw

A group of five is set up and each member of groups learns different material. This is called as origin group. Then everybody who is from the origin group will get together with the expert group consisting of students who will talk the same material. After discussing with the expert

group, each member of group gets back to the origin group to teach about the material he has been discussed with the expert group.

2) Think- Pair- Share

The teacher gives the students questions and let them think about the answer. She/he then asks the students to share their ideas with a partner. This task gives them opportunity to collect and organize their thoughts. In the end, the pair shares their responses with other pairs.

3) Three- step interview

Students interview each other in pairs during the first step. They then switch their roles as an interviewer and an interviewee. The final step is that members share their partner's response with the team. Interview is used to gain competence in speaking, listening and summarizing.

4) Team- Pair- Solo

Students do problem first as a team then with a partner, and finally on their own. It is a good design to motivate the students to solve the problems which are beyond their ability.

5) Numbered Heads Together

A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked to the group. Groups work together to answer the question so that all can verbally answer the question. The teacher calls out a number (two) and each two is asked to give the answer.

2.2.5   Think Pair Share Strategy

 a.   The Nature of Think Pair Share Strategy

Every person is an individual and has individual learning needs. However, most human learning is a social process. Students can benefit from learning in groups and pairs. One of the forms of the collaborative learning is think-pair-share. Think Pair Share strategy is a structure first developed by Professor Frank Lyman at the University of Maryland in 1981. It introduces into the peer interaction element of cooperative learning the idea of „wait or think‟ time, which has been demonstrated to be a powerful factor in improving student responses to questions. This strategy gives the opportunity for students to work independently and in collaboration with others.

This strategy is a small group or partner strategy in which students respond to a problem or situation individually, then compare and discuss their responses with another. This strategy works best with teacher-led instruction. All students are required to make an individual response in writing that then shared with others. First, they could share it with their peer, after that to a larger group. Scott and Ytreberg (1990) suggest making room for shared experiences because experiences are an invaluable source of language work and create an atmosphere of involvement and togetherness. This strategy is one of collaborative learning strategy found useful in all kinds of learning situation, and applicable to all ages and abilities (Fisher, 2005:96).

Based on the definition above, it can be concluded that there are three basic things that must be done in a model lesson Think Pair and Share, among others; thinking, pairing, and sharing. The students engage in a discussion in

two stages, the stage of discussion with peer then followed a discussion with the whole class on the stage sharing.

To facilitate the students share their individual ideas to another student and to encourage students" classroom participations are the purpose of think-pair-share. Think-Pair-Share encourages the students to feel free to share their ideas because the students" participation is unlimited. The role of the teacher is just guiding the students if they are out of the topic.

b. The Purpose of Think Pair Share Strategy

The think-pair-share strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer. This learning strategy promotes classroom participation by encouraging a high degree of pupil response, rather than using a basic recitation method in which a teacher poses a question and one student offers a response. Additionally, this strategy provides an opportunity for all students to share their thinking with at least one other student which, in turn, increases their sense of involvement in classroom learning. Think-Pair-Share can also be used as in information assessment tool; as students discuss their ideas, the teacher can circulate and listen to the conversations taking place and respond accordingly.

According to Millis and Cottel (1992), the purposes of think-pair-share strategy are:

1) The quality of students" responses will increase by giving the think time.

2) Students become actively involved in thinking about the concept presented in the lesson.

3) Researches tell us that we need time to accept new ideas and to store them in memory. When teacher present too much information all at once, much of the information will lost. If teacher gives the students to do think-pair-share, more of critical information will be retained.

4) When students talk new ideas, they are forced to make sense of those ideas in terms of their prior knowledge. Their misunderstanding about the topic are often revealed and resolved during this discussion stage.

5) Students are more willing to participate since they do not feel the peer pressure involved in responding in front of the whole class.

6) Think-pair-share strategy is easy to use on the prompt of the moment.

7) Think-pair-share strategy is easy to use in large class.

c. **The Advantages of Think Pair Share Strategy**

Think-pair-share strategy has many advantages. Kagan, & Kagan (2000) propose the benefits of think-pair-share strategy for the students and the teacher.

1) Students use a lot more time to do its work and to listen to each other when they are engaged in activities. More students raised their hands to answer after practice in partner. The students may be given more as additional waiting time and the quality of the answers might be better, and

2) Teachers also may have more time to think while using think-pair-share strategy. They can concentrate on listening to the answers of students, observing student's reactions, and ask the questions a high level.

Putting students in pairs provides many of the advantages of group work. An analysis of the studies conducted upon learning in science, math, English, and technology classes showed that small-group learning promotes greater student achievement, increases retention in courses, and promotes favorable attitudes toward the course material. Students have the opportunity to state their own views, to hear from others, to hone their argumentative skills, and so forth, without the administrative requirements of group work. Social benefits arise from creating a cooperative learning environment in promoting a sense of common purpose and in social bonds (Fisher, 2005: 93). Further, working in pairs makes it virtually impossible for students to avoid participating.

With this strategy, students can learn from other and brainstorming about their ideas for discussion before being submitted to the class. In addition, think-pair-share strategy can also improve self-confidence and all students are given the opportunity to participate in the class.

d. The Steps of Think Pair Share Strategy

Fisher (2005:96) & Preszler (2006:12) present the stages of think pair share as follows:

1. Students listen while the teacher poses the question or a problem.

2. Students take a few moments just to THINK about the question, forming ideas of their own.

3. Using designated partners, nearby neighbors, or a desk mate, students PAIR up to talk about the answer each came up with.

4. The instructor calls for pairs to SHARE their thinking with the rest of the class. The teacher can do this by calling randomly on a few students to summarize their discussion or give their answer.

Steps in learning think pair share is simple, but important especially to avoid the mistakes or errors in the group work. These steps will help the students to overcome their problem or difficulties in speaking performance.

e. **Hints and Management ideas**

In teaching and learning process, the application of think pair share can be divided into several phases. These will help the students to learn English successfully.

1. Before introducing the Think-Pair-Share strategy to the students, decide the target for the lesson. The teacher may choose to use a new text, or develop a set of questions or prompts that target key content concepts that you have been studying.

2. Describe the strategy and its purpose with the students, and provide guidelines for discussions that will take place. Explain to students that they will (1) think individually about a topic or answer to a question;(2) pair with a partner and discuss the topic or question; and (3) share ideas with the rest of the class.

3. Using a student or student(s) from your classroom, model the procedure to ensure that students understand how to use the strategy. Allow time for students to ask questions that clarify their use of the technique.

4. Once students have a firm understanding of the expectations surrounding the strategy, monitor and support students as they work through the steps below. Teachers may also ask students to write or diagram their responses while doing the Think-Pair-Share activity.

5. Assign Partners - Be sure to assign discussion partners rather than just saying "Turn to a partner and talk it over." When the teacher does not assign partners, students frequently turn to the most popular student and leave the other person out.

6. Change Partners - Switch the discussion partners frequently. With students seated in teams, they can pair with the person beside them for one discussion and the person across from them for the next discussion.

7. Give Think Time - Be sure to provide adequate "think time" according to the materials. If it's difficult, give them more time.

8. Monitor Discussions - Walk around and monitor the discussion stage. The teacher will frequently hear misunderstandings that she can address during the whole-group that discussion that follows.

9. Timed-Pair-Share - If the teacher notice that one person in each pair is monopolizing the conversation, she can switch to "Timed-Pair-Share." In this modification, the teacher give each partner a certain amount of time to talk. (For example, say that Students #1 and #3 will begin the discussion. After 60 seconds, call time and ask the others to share their ideas.)

10. Rallyrobin - If students have to list ideas in their discussion, ask them to take turns. (For example, if they are to name all the geometric shapes they see in the room, have them take turns naming the shapes. This allows for

more equal participation.) The structure variation name is Rallyrobin (similar to Rallytable, but students are talking instead of taking turns writing).

11. Randomly Select Students - During the sharing stage at the end, call on students randomly. The first time the teacher do this, the students will be quite shock because they do not listen well, and all they know is what they said. If the teacher keep using this strategy, students will learn to listen to their partner.

12. Questioning - Think-Pair-Share can be used for a single question or a series of questions. The teacher might use it one time at the beginning of class to say "What do you know about…..." or at the end of class to say "What have you learned today?"

Those are some ways to manage the class using think-pair-share strategy. If the teacher follows these hints, the teaching and learning process will run smoothly and efficiently.

f.   Problem in implementing Think Pair Share Strategy

Sometimes there might be problems in class during the implementation of think-pair-share strategy in teaching and learning process. Fadholi (2009:1) suggests 5 weaknesses or lack learning model think-pair-share strategy as follows:

1) An odd number of students that have an impact on the formation of the group, as one student did not have a partner

2) If there is a dispute, there is no mediator

3) The number of groups formed is too much to be monitored well

4) Dependence on partner

5) Very difficult to implement in schools that the average low-ability students.

The student's preparation is organized on the basis of secondary education and is aimed at providing standards and terms of education in the above mentioned specialty. The student's preparation is aimed at professionally-oriented education of personality, including integral scientific outlook, culture competence, moral orientation and fundamental specialist's preparation

C. Conceptual Framework

Based on the observation with the students and the teacher of the teaching and learning process of English in SMP Pest Putri Yatama Mandiri, there were some factors that influence the students" low speaking ability. Those reasons could be divided into four points. They were the teacher, the students, the media used, and the process.

Students had difficulties in expressing their ideas and opinions in English orally as they were afraid of making mistakes. During classes, the students had difficulties to produce sentences. Their choice of words was monotonous. It indicated that they were lack vocabulary. In addition, they also found it difficult to speak in sentence level in correct grammar. Furthermore, they mispronounced many English words. As the function of speaking is to interact with others, these factors would make the students unable to do it. Speaking means putting someone" ideas, perceptions, feelings, concerns, and thoughts into words to make other people or the hearers convey the speakers" message. Connected to those factors above, it can be concluded that students could not speak English well.

Other factor was the teacher. The teacher did not maximize the students'' motivation and gave them a very little chance to speak. Not all students were motivated to learn English, but the teacher only focus on those who were interested and had ability while those who were still lacked in English did not get much attention from the teacher. When the students made mistakes or misunderstood the task or hesitate of what they've done, the teacher did not help and correct their mistakes.

The next factors were the media and the teaching and learning activities. Drill and translation methods were still used. The suitable sources of learning speaking used in SMP Pest. Putri Yatama Mandiri was limited only on LKS and textbook. As it is difficult for the students to gather more information through internet because the facilities of internet outside the school were limited, the teacher did not use the facilities in the school to facilitate the students'' need. The learning activities also were not conducive. The face-to-face interaction and group work were very limited. Although those activities would help and encourage the students to learn English with better atmosphere, the teacher rarely asked them to work in group. Almost all learning activities were centered on the teacher.

Those problems could be solved by using an effective strategy. One of the strategies that make students feel comfortable in speaking English is using a cooperative learning strategy. Cooperative learning gives the students opportunity to interact with each other and work together to maximize their own and each other's learning (MacPherson, 2007:12). This increases their sense of involvement in classroom learning.

As a cooperative learning strategy, think-pair-share strategy benefits students in the areas of peer acceptance, peer support, academic achievement, self-esteem, and increased interest in other students and school. The advantage of this strategy is the optimization of student participation. It is expected that think-pair-share strategy can encourage the students to learn to use the target language and improve their ability in speaking skills. In conclusion, think-pair-share strategy is a cooperative strategy that aims many advantages in improving students" speaking skills

CONCEPTUAL FRAMEWORK

Figure 2.1 Figure of Conceptual Framework
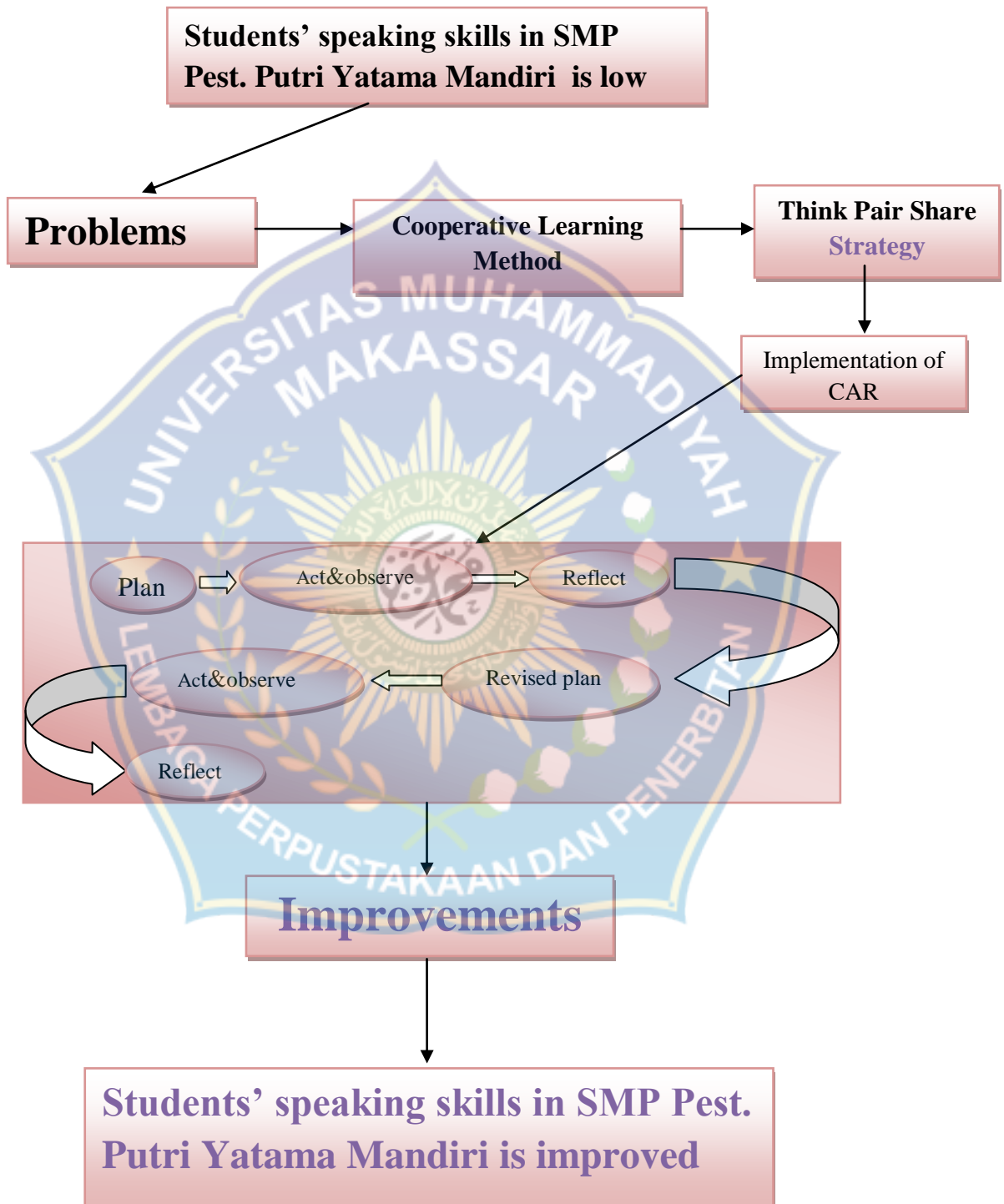
CHAPTER III

RESEARCH METHOD

A. Research Design

This research used Classroom Action Research (CAR). This research conducted two cycles, where each cycle consisted of three meetings. The classroom action research consists of planning, action, observation and reflection. The cycle is described through the scheme of action research phases as follows:

Cycle 1

1. **Planning**

   The activities are done in this stage as follows:

   a. The researcher made the lesson plan before doing classroom action research.

   b. The researcher designed instrument which used in this research.

   c. The researcher prepared test for the students.

2. **Action**

These actions have done in three meetings. The step as follows:

a. The researcher explained that material which was learnt

b. The researcher selected the material, problem/ tasks.

c. The researcher gave students tasks, each students took a few moments just do thinking about the task.

d. The researcher divided the student into some pairs. They shared their ideas; they worked together to doing the tasks, compared their mind or wrote notes and identified the tasks.

e. After the students talked in pair for few moments, the researcher called for pair to share their thinking in front of class.

f. The researcher controlled and checked the students' mistakes when student were speaking.

g. The researcher gave feedback and correction to the students' speaking mistake during the activities

h. The researcher gave a test in the end of teaching learning

3. **Observation**

In this phase, the researcher observed the situation of teaching learning and the students' participation in teaching learning process using observation sheet and oral test at the end of the first cycle. The researcher evaluated the students' improvement in speaking English.

4. **Reflection**

After collecting the data, the researcher evaluated the teaching-learning process. And , did reflection by seeing the result of the observation.

But the first cycle was less successful and then, the researcher was continued to cycle II.

Cycle II

It was like cycle I, cycle II also consisted of planning, action, observation and refection as followed:

1. **Planning**

   a. Evaluating the result of reflection, discussing and finding the improvement to be applied for the next learning process

   b. Designing the lesson planning of cycle II based on the cycle I

   c. Repairing the weakness of the action in the first cycle

   d. Preparing a test for the students

2. **Action**

   In this stage, action was done to improve the result based on the reflection of the cycle I. The stage done was different as the previous cycle as follows:

   a. The researcher explained that material which was learnt. The action same as the planning in the first cycle. However in cycle II, the researcher translated the explanation into *bahasa Indonesia*. The explanation was supported by gestures. Gestures helped the students to understand what the researcher meant.

   b. The researcher gave students tasks, each students should take a few moments just do thinking about the task.

c. The researcher divided the students into some pairs. They would share their ideas, they worked together to doing the tasks, compared their mind or wrote notes and identified the tasks.

d. After the students talk in pair for few moments, the researcher calls for pair to share their thinking or their result in front of the class

e. The researcher controlled the learning process carefully as the first cycle

f. The researcher gave feedback and correction related to materials

g. The researcher gave students a test as the result of all activities.

3. **Observation**

In this phase, the researcher observed the situation of teaching learning and the students' participation in teaching learning process using observation sheet and oral test at the end of the second cycle. The researcher evaluated the students' improvement in speaking English

4. **Reflection**

Reflection was done to see the result of the second cycle action process, to analyze, understand and make conclusion activity. The researcher analyzed second cycle where the action of this cycle reached success criteria based on the result of second action.

B. **Research Subject**

The subjects of the research were the students of SMP Pesantren Putri Yatama Mandiri at the eighth grade in the academic year of 2018-2019. The class consisted of 27 students, all of student is women.

C. Researcher Instrument

There were two instruments that was used in this research namely observation sheet and speaking test, the function of each research instrument are:

1. Observation Sheet

Observation sheet aimed to find out students' data about their presence and activeness during teaching and learning process and observation sheet used in Wednesday and Thursday in eight grade students of SMP Pesantren Putri Yatama Mandiri Gowa in the academic years of 2018-2019.

The data of the students' activeness collected based on the following table:

Table 3.1 the indicator of student's actives participation

No	The students' active participation	Score	Indicator
1	Very active	4	Students respond the material very active
2	Active	3	Students respond the material active
3	Fairly Active	2	Students respond the material once or twice
4	Not Active	1	Students just sit down during the activity without doing something

2. Speaking test

Speaking test was used to get information about students' speaking improvement after teaching and learning process by using Think Pair share strategy in eight grade students' of SMP Pesantren Putri Yatama Mandiri in the academic years 2018-2019. Speaking test was used every meeting and every test in cycle I and cycle II, in every test the researcher gives each student the task of creating a dialogue using the expression that has been taught by using Think Pair Share Strategy.

D. Procedure of Collecting Data

The procedure of collecting data in this classroom action research includes observation sheet and speaking test.

1. Observation Sheet

The researcher observed the students' activities in following teaching and learning process in this class to find out the students' data about their presence and activeness in teaching learning process.

2. Speaking Test

The researcher gave speaking test to the students in order to know their improvement. The type of speaking test which used in this research was observing form. The research divided the student into pair and asks to speak about the material that they have learned as well as grammatical. In scoring the result of students' test were evaluated based in two aspects speaking below:

a. The assessment of speaking accuracy consisted into vocabulary and grammar

Table 3.2: The Assessment of Vocabulary

Classification	Score	Criteria
Excellent	9.6 – 10	Use vocabulary and idioms is virtually that of native speaker
Very Good	8.6 – 9.5	Sometimes uses inappropriate terms and/ or must rephrase ideas because of lexical inadequacies
Good	7.6 – 8.5	Frequently uses the wrong words, conversation somewhat limited because inadequate vocabulary
Fairly Good	6.6 – 7.5	Misuses of words and very limited vocabulary make comprehension quite difficult
Fair	5.6 – 6.5	Vocabulary limitation to extreme as to make virtually impossible
Poor	3.6 – 5.5	Long pause while search for the desired meaning of word

Very poor	0.0 – 3.5	Full of long and unnatural pauses

(Heaton, 1999:100)

Table 3.3: The assessment of Grammar

Classification	Score	Criteria
Excellent	9.6 – 10	Make few (if any) noticeable errors of grammar or word order
Very Good	8.6 – 9.5	A few minor grammatical and lexical errors but most utterances are correct.
Good	7.6 – 8.5	Make few noticeable errors of grammar and word order.
Fairly Good	6.6 – 7.5	Occasionally makes grammatical of word order errors which do not, however obscure meaning.
Fair	5.6 – 6.5	Makes frequent errors of grammar and word order which occasionally obscure meaning.
Poor	3.6 – 5.5	Grammar and word order errors make comprehension difficult. Must often rephrase sentence or restrict him to basic pattern.
Very poor	0.0 – 3.5	Errors in grammar and word order as severe as to make speech virtually unintelligible

(Heaton, 1988:100)

b. The assessment of speaking fluency consisted into smoothness and self confidence.

Table 3.4: The assessment of Smoothness

Classification	Score	Criteria
Excellent	9.6 - 10	Speech is smoothness and effortless as that of native speaker problems
Very Good	8.6 – 9.5	Speed of speech seems to be slightly affected by using language problems
Good	7.6 – 8.5	Speed and smoothness are rather strongly affected by language problems
Fairly Good	6.6 – 7.5	Usually hesitant, often forced into silence by language problems
Fair	5.6 – 6.5	Speech is as halting and fragmentary as to make conversation virtually impossible
Poor	3.6 – 5.5	Almost gives up making the effort at times. Limited range of expression.

| Very poor | 0.0 – 3.5 | Cannot speech and conversation virtually impossible |

(Heaton, 1988:100)

Table 3.5: The assessment of self confidence

Classification	Score	Criteria
Excellent	9.6 – 10	Easy to the listener to understand the speaker's intention and general meaning. Very few interruption or clarification required.
Very Good	8.6 – 9.5	The speaker's intention and general meaning are fair clear. A few interruption by the listener for the sake of clarification are necessary.
Good	7.6 – 8.5	Most of what the speaker says is easy to follow. His attention is always clear but several interruption are necessary or seek clarification
Fairly Good	6.6 – 7.5	The listener can understand a lot of what is said, but he must constantly clarification. Cannot understand and then with considerable effort by someone who is used to listening to the speaker
Fair	5.6 – 6.5	The listener can understand a little bit of what is said, but he must constantly clarification. Cannot understand and then with considerable effort by someone who used to listening to the speaker
Poor	3.6 – 5.5	Only small bits (usually short sentence and phrase) can be understood and then with considerable effort by someone who is used to listening to the speaker hardly anything of what is said can be understood.
Very poor	0.0 – 3.5	Even the listener make a listener make a great effort interrupts, the speaker is unable to clarify anything he seems to have said

(Heaton, 1988:100)

E. Technique of Data Analysis

In assessing the students' progression during learning speaking material through Think Pair Share Strategy, the researcher used speaking assessment. The assessment divided in two categories, they were the assessment of students' accuracy and fluency in speaking. Each assessment has different criteria. These

assessment consider being very important in speaking skill due to quite complex with other skills. The data on the students' speaking ability in terms of accuracy and fluency were analyzed were in the following procedures.

1. To find out the mean score of the students' test, the researcher used the formula :

$$x = \frac{\Sigma x}{N}$$

Notation : X   = mean score

$\sum x$ = Total score

N   = The number of students

(Gay, 1981:289)

2. To classify the students' score there were seven classifications which were used as follows:

Table 3.6 : The Classification of students score

Classification	Score
Excellent	9.6 – 10
Very Good	8.6 – 9.5
Good	7.6 – 8.5
Fairly Good	6.6 – 7.5
Fair	5.6 – 6.5
Poor	3.6 – 5.5
Very poor	0.0 – 3.5

(Depdikbud in Hamka, 2011:25)

3. To calculate the percentage of the students' score, the formula which was used as follows:

$$P = \frac{F}{N} x\ 100$$

Notation: P = Rate Percentage

F = Frequency

N = the total number of students   (Sudjan in Hamka; 2011:26)

4. To calculate the percentage of the students' activeness in learning process the formula which was used as follows:

$$P = \frac{Fq}{4 \ x \ N} \ X \ 100$$

Notation:

P   = Rate Percentage

Fq = Frequency
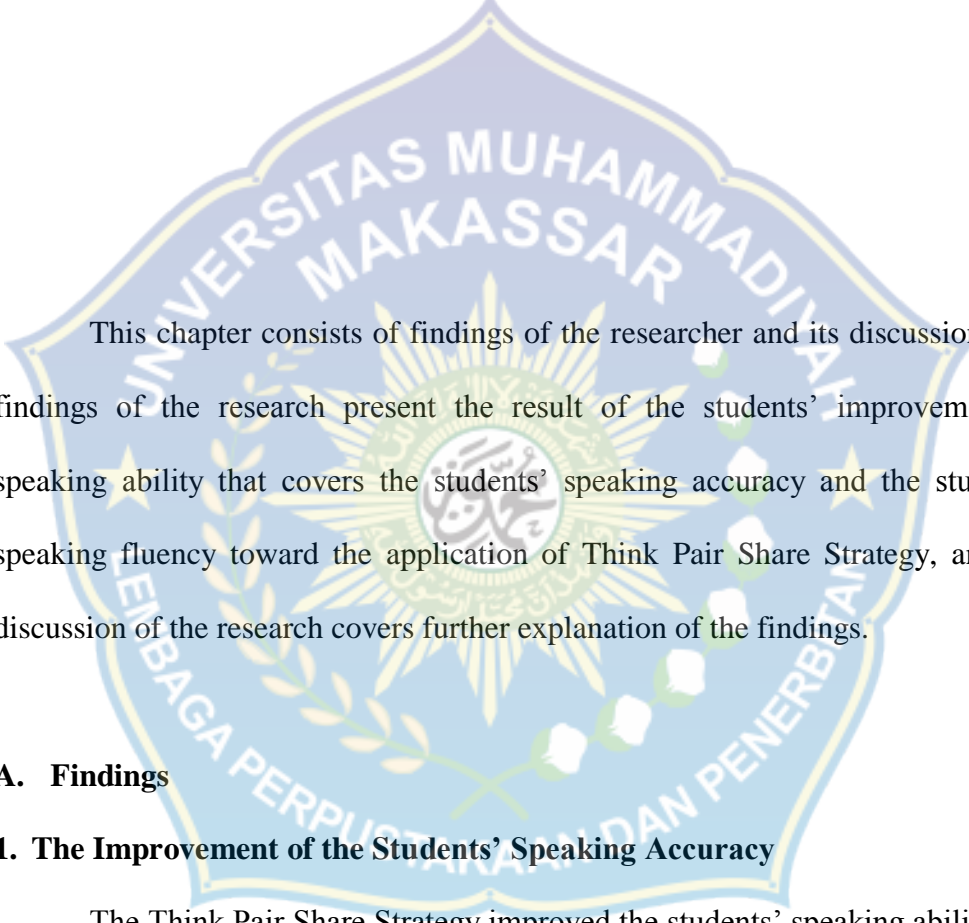
N = Total sample

(Sudjana in Hamka, 2011:26)

CHAPTER IV

FINDINGS AND DISCUSION

This chapter consists of findings of the researcher and its discussion. The findings of the research present the result of the students' improvement in speaking ability that covers the students' speaking accuracy and the students' speaking fluency toward the application of Think Pair Share Strategy, and the discussion of the research covers further explanation of the findings.

A. Findings

1. The Improvement of the Students' Speaking Accuracy

The Think Pair Share Strategy improved the students' speaking ability that covered speaking accuracy dealing with vocabulary and grammar at the Eight grade students of SMP Pesantren Putri Yatama Mandiri. The result of the improvement that the use of Think Pair Share Strategy in teaching learning process is able to improve students' speaking accuracy after D-Test, action in

cycle I and cycle II. To see clearly the improvement of the students speaking accuracy can be seen in the following table:

Table 4.1: The Improvement of the Students' Speaking Accuracy

Indicators	D – Test	Cycle I	Cycle II	Improvement (%)	
				DT - C I	DT - C II
Vocabulary	6.07	6.92	7.96	0.85	1.89
Grammar	5.81	6.55	7.74	0.74	1.93
> X	11.88	13.47	15.70	1.59	3.82
X	5.95	6.73	7.85	0.79	1.91

The table above shows that the Think Pair Share Strategy improved the students' speaking accuracy from the test cycle I and cycle II. In which cycle II is the highest between cycles I. The table above indicated that the mean score of D-test is 5.94, categorized *fair*. The mean score of the students' speaking accuracy in cycle II is 7.85 categorized *good*, highest between cycle I where the mean score of the students' are 6.73, categorized *fairly good*. It indicates that the improvement of the students' speaking accuracy from cycle I and cycle II is 1.12.

The use Think Pair Share Strategy in teaching learning process is able to improve the students' speaking accuracy after action in cycle I and cycle II in which the students' result in cycle II are highest (Cycle II > Cycle I) and the improvement of students' speaking accuracy from cycle I to cycle II is 1.12

To see clearly the improvement of the students' speaking accuracy, look at the following figure:

The Improvement of The Students' Speaking Accuracy
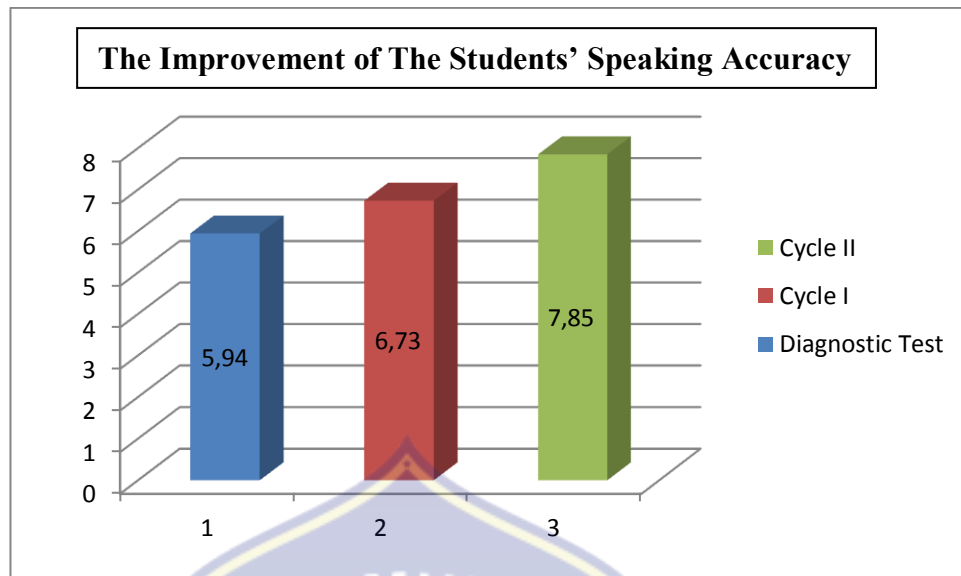
Figure 4.1: The Improvement of the Students' Speaking accuracy

The figure above indicated that the mean score of D-test is 5.94, categorized *fair*. Then, the mean score of the students' speaking accuracy in the cycle I is 6.73, categorized *fairly good* fewer than cycle II that is 7.85, Categorized *good* and after evaluation in the cycle II the improvement of the students' speaking accuracy is 1.12 from test cycle I to cycle II (6.73<7.85). Therefore, the application of Think Pair Share Strategy improves the students' speaking accuracy, and the improvement is significant (fairly good → good)

2. The Improvement of the Students' Speaking Fluency

The improvement of the students' speaking fluency through Think Pair Share Strategy using with smoothness and self-confidence by using test at The Eight Grade of SMP Pesantren Putri Yatama Mandiri. The result of the improvement that the use of Think-Pair-Share Strategy in teaching learning process is able to improve students' speaking fluency after D-test, action in cycle I and cycle II. To see clearly the improvement of the students speaking fluency can be seen in the following table:

Table 4.2: The Improvement of The Students' Speaking Fluency

Indicators	D – Test	Cycle I	Cycle II	Improvement (%)	
				DT - C I	DT - C II
Smoothens	5.96	7.10	8.22	1.14	2.26
Self-Confidence	6.11	6.62	8.55	0.51	2.44
> X	12.07	13.72	16.77	1.65	4.07
X	6.035	6.86	8.38	0.81	2.33

The table above shows that Think Pair Share Strategy also improved the speaking fluency of the students from test cycle I to cycle II in which cycle II is highest that cycle I. The mean of D-test is 6.03, categorized *fair*. The mean score of the students' speaking fluency in cycle II is 8.38, categorized *good,* higher than cycle I where the mean score of the students is 6.86, categorized *fairly good* in cycle I of speaking fluency. It indicates that the improvement of the students' speaking fluency in cycle I to cycle II, the improvement in cycle I to cycle II is 1.52 , it indicates that it improved significantly through Think Pair Share Strategy.

To see clearly the improvement of the students' speaking fluency, look at the following figure :

Figure 4.2 : The Improvement of The Students' Speaking Fluency

The figure above shows that the mean of the D-test is 6.03, categorized *fair.* Then, the students' speaking fluency in the cycle I is 6.86, categorized *fairly good* fewer that cycle II that is 8.38, categorized *good* and after evaluation in the cycle II the improvement of the students' speaking fluency is (6.86<8.38). Therefore, the use of Think Pair Share Strategy improves the students' speaking fluency, and the improvement is significant (fairly good → good).

3. The Improvements of The Students' Speaking Ability

The Think-Pair-Share Strategy improved the students' speaking ability that cover speaking accuracy and fluency at The Eight Grade of SMP Pesantren Putri Yatama Mandiri. The result of the improvement that the use of think pair share strategy in teaching learning process is able to improve students' speaking ability after D-test, action in cycle I and cycle II. To see clearly the improvement of the students speaking ability can be seen in the following table:

Table 4.3: The Improvement of the Students' Speaking ability

Indicators	D – Test	Cycle I	Cycle II	Improvement (%)	
				DT - C I	DT - C II
Accuracy	5.95	6.73	7.85	0.78	1.90
Fluency	6.04	6.86	8.38	0.46	1.92
> X	11.99	13.59	16.23	1.29	3.83
X	5.99	6.79	8.11	0.62	1.91

The table above shows that Think Pair Share Strategy improved the students' speaking ability from the test cycle I to cycle II in which cycle II is highest than cycle I. The mean score D-test is 5.99, categorized *fair.* Then, the mean score of the students' speaking ability in cycle II is 8.11, categorized *good,* highest than cycle I where the mean score of the students is 6.79, categorized *fairly good* of speaking ability. It indicates that the improvement of the students' speaking ability in cycle I to cycle II is 1.32. It indicates that it improves significantly through Think Pair Share Strategy.

The table above shows that the use Think Pair Share Strategy in teaching learning process is able to improve the students' speaking ability after action in cycle I and cycle II in which the students' improvements in cycle II is the highest (Cycle I>Cycle II).

To see clearly the improvements of the students' speaking accuracy, look at the following figure:
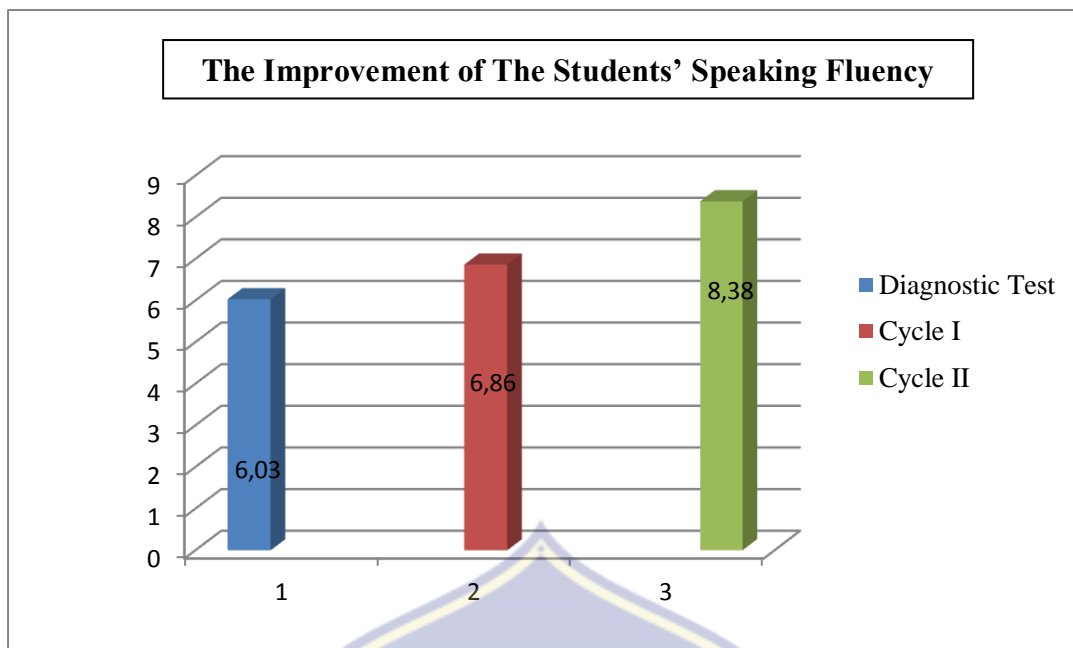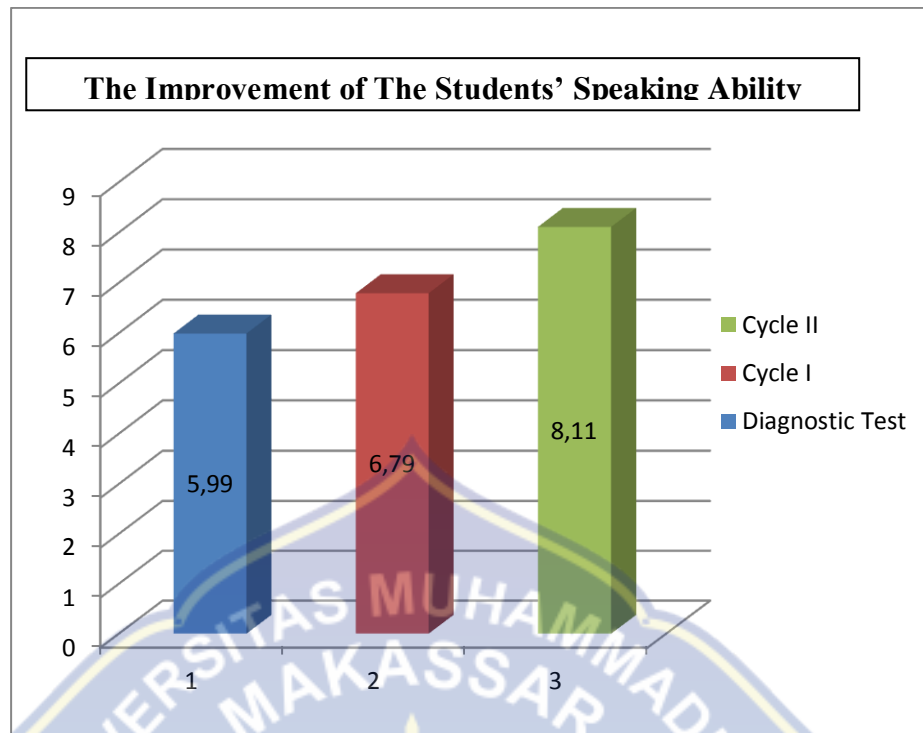
Figure 4.3: The Improvement of The students' Speaking Ability

The figure above shows that the mean score of D-test is 5.99, categorized *fair*. Then, the students' speaking ability in cycle I is 6.79, categorized *fairly good* fewer than cycle II is 8.11, categorized *good* and after evaluation in the cycle II the improvement of the students' speaking ability are 1.32 from cycle I (6.79<8.11). Therefore the use of Think Pair Share Strategy improved the students' speaking ability, and the improvement is significant (fairly good → good).

4 The Percentage of The Students' Speaking Accuracy Dealing with Vocabulary and Grammar.

  a. Vocabulary

The application of illustrated story in improving the students' speaking accuracy dealing with vocabulary can be seen the difference by considering the result of the students' Diagnostic Test and the students'

achievement after taking action in cycle I and II through the application of illustrated story in improving the students' speaking ability.

Table 4.4: The Percentage of the students' vocabulary

No	Classification	Range	D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	9.6 - 10	0	0	0	0	0	0
2	Very Good	8.6 - 9.5	0	0	0	0	3	11
3	Good	7.6 - 85	0	0	1	4	20	74
4	Fairly Good	6.6 - 75	4	15	20	74	4	15
5	Fair	5.6 - 6.5	14	52	6	22	0	0
6	Poor	3.6 - 5.5	9	33	0	0	0	0
7	Very Poor	0-3.5	0	0	0	0	0	0
	Total		27	100	27	100	27	100

The table above shows that the percentage of the students' accuracy dealing with vocabulary in Diagnostic Test indicates that 4 students (15%) get *fairly* good, 14 students (52.8%) get *fair*, and 9 students (33%) get *poor* and none of students for the other classification

After taking action in cycle I by using illustration story, the percentage of the students' vocabulary is 1 student (4%) get *good*, 20 students (74%) get *fairly good*, 6 students (22%) get *fair* and none of the students for the other classification. and then the cycle II, the percentage of the students' vocabulary is 3 students (11 %) get *very good*, 20 students (74 %) get *good*, 4 students (15%) get *fairly good,* and none of the students for the other classification.

b. Grammar

The application of illustrated story in improving the students' speaking accuracy dealing with grammar can be seen the difference by considering the result of the students' Diagnostic Test and the students'

achievement after taking action in cycle I and II through the application of illustrated story in improving the students' speaking ability.

Table 4.5: The Percentage of the students' grammar

No	Classification	Range	D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	9.6 - 10	0	0	0	0	0	0
2	Very Good	8.6 - 9.5	0	0	0	0	1	3
3	Good	7.6 - 85	0	0	1	4	18	67
4	Fairly Good	6.6 - 75	3	11	13	48	8	30
5	Fair	5.6 - 6.5	14	52	13	48	0	0
6	Poor	3.6 - 5.5	10	37	0	0	0	0
7	Very Poor	0-3.5	0	0	0	0	0	0
	Total		27	100	27	100	27	100

The table above shows that the percentage of the students' speaking accuracy dealing with grammar in Diagnostic Test indicates that 3 students (11%) get *fairly good*, 14 students (52.%) get *fair*, and 10 students (37%) get *poor* and none of students for the other classification

After taking action in cycle I by using illustration story, the percentage of the students' grammar is 1 students (4%) get *good*, 13 students (48%) get *fairly good*, 13 students (48%) get *fair* and none of the students for the other classification. and then the cycle II, the percentage of the students' accuracy in speaking dealing with grammar is 1 student (3 %) get *very good*, 18 students (67%) get *good,* 8 students (30%) get *fairly good,* and none of the students for the other classification.

5 The Percentage of The Students' Speaking Fluency Dealing with Smoothness and Self-Confidence.

a. Smoothness

The application of illustrated story in improving the students' speaking fluency dealing with smoothness can be seen the difference by

considering the result of the students' Diagnostic Test and the students' achievement after taking action in cycle I and II through the application of illustrated story in improving the students' speaking ability.

Table 4.6: The Percentage of the students' smoothness

No	Classification	Range	D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	9.6 - 10	0	0	0	0	0	0
2	Very Good	8.6 - 9.5	0	0	0	0	1	4
3	Good	7.6 - 85	0	0	0	0	26	96
4	Fairly Good	6.6 - 75	1	4	24	89	0	15
5	Fair	5.6 - 6.5	18	66	3	11	0	0
6	Poor	3.6 - 5.5	8	30	0	0	0	0
7	Very Poor	0-3.5	0	0	0	0	0	0
	Total		27	100	27	100	27	100

The tables above shows that the percentage of the students' smoothness in speaking Diagnostic Test indicates that 1 student (4%) get *fairly good*, 18 students (66%) get *fair*, and 8 students (30%) get *poor* and none of students for the other classification

After taking action in cycle I by using illustration story, the percentage of the students' smoothness is 24 students (89%) get *fairly good*, 3 students (11%) get *fairly* and none of the students for the other classification. and then the cycle II, the percentage of the students' smoothness in speaking is 1 student (4%) get *very good*, 26 students (96 %) get *good,* and none of the students for the other classification.

b. Self-Confidence

The application of illustrated story in improving the students' speaking fluency dealing with self-confidence can be seen the difference by considering the result of the students' Diagnostic Test and the students'

achievement after taking action in cycle I and II through the application of illustrated story in improving the students' speaking ability.

Table 4.7: The Percentage of the students' self-confidence

No	Classification	Range	D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	9.6 - 10	0	0	0	0	0	0
2	Very Good	8.6 - 9.5	0	0	0	0	19	70
3	Good	7.6 - 85	0	0	0	0	8	30
4	Fairly Good	6.6 - 75	11	41	12	44	0	0
5	Fair	5.6 - 6.5	13	48	12	44	0	0
6	Poor	3.6 - 5.5	3	11	3	12	0	0
7	Very Poor	0-3.5	0	0	0	0	0	0
	Total		27	100	27	100	27	100

The table above shows that the percentage of the students' fluency in speaking dealing with smoothness in Diagnostic Test indication are 11 students (41%) get *fairly good*, 13 students (52.%) get *fair*, and 3 students (11%) get *poor* and none of students for the other classification

After taking action in cycle I by using illustration story, the percentage of the students' self-confidence are 12 students (44%) get *fairly good*, 12 students (44%) get *fair*, 3 students (12%) get *poor* and none of the students for the other classification. and then the cycle II, the percentage of the students' smoothness are 19 students (70 %) get *very good*, 8 students (30%) get *good* and none of the students for the other classification.

6 The Improvement of The Students' Activeness in Teaching Learning Process

The Think Pair Share Strategy improved the students' activeness in teaching learning process SMP Pesantren Yatama Putri Mandiri. The result of the improvement that the use of Think Pair Share Strategy in teaching learning process is able to improve students' activeness in teaching learning process

after action in cycle I and cycle II. To see clearly the improvement of the students' activeness in teaching learning process can be seen in the following:

Table 4.8: The Observation Result of the Students' Activeness in Teaching and Learning Process.

Cycles	Activeness		
	1 meeting (%)	2 meeting (%)	3 meeting (%)
Cycle I	38.75	46.57	47.92
Cycle II	52.65	61.42	64.80

The table above shows that the result of students' observation in learning process through Think Pair Share Strategy in every meeting in cycle I to cycle II get improvement. It is prove by the percentage of students' activeness are getting higher in every meeting in both cycle I and cycle II. In the first meeting of cycle I the students activeness is 38.75% and in the first meeting of cycle II 52.65%. In the second meeting of both the cycle I and cycle II the students' activeness are 46.57% and 61.42%. It indication that the students more active participation in the second meeting of cycle II than cycle I. In the third meeting of cycle II the students also more active participate than in the third meeting of cycle I. In the cycle I the students' active are 47.92% and in the second cycle is 64.80%.

To know the improvement clearly, look at the following figure:

The Students' Activeness in Learning Speaking
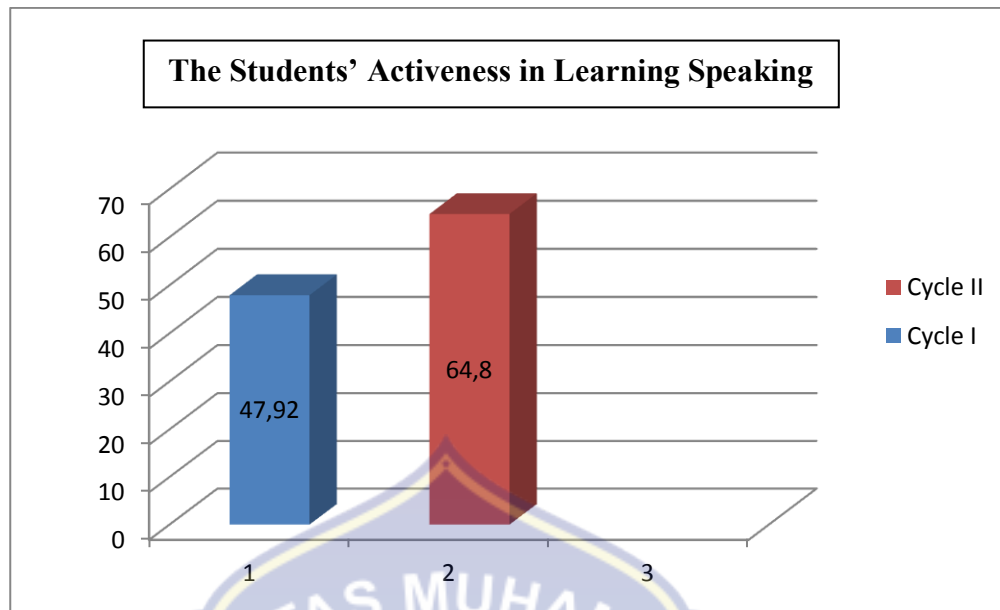
Figure 4.4: The Students' Activeness in Learning Speaking

Based on the figure above, shows the students' activeness in learning process speaking by using Think Pair Share strategy at The Eight Grade of SMP Pesantren Putri Yatama Mandiri. In figure above, presents the students' situation during teaching learning process in speaking from cycle I to the cycle II. From the graphic it is known that there is changing of the students' situation learning from cycle I to cycle II. The students' participation in learning speaking is fair with in the mean score 47.92% and change to be 64.80&. From that, the improvement of the students' activity from cycle I to cycle II is 16.88%.

B. Discussion

In this part, discussion deals with the interpretation of findings derive from the result of findings about the observation result of the students' speaking ability in terms of accuracy dealing with grammar and vocabulary and fluency dealing with smoothness and self-confidence toward the application of Think Pair Share Strategy.

1. **The Improvement of The Students' Speaking Accuracy Dealing with Vocabulary and Grammar.**

   a. **Vocabulary**

   The Think Pair Share Strategy improved the students' speaking accuracy in terms of vocabulary can be seen the difference by considering the result of the students' improvement after D-test, taking action in cycle I and cycle II through the application Think Pair Share Strategy in teaching learning process.

   The improvements of the students' speaking vocabulary through Think Pair Share Strategy have effective strategy. After using the strategy, the researcher found that the students' score in cycle I is 6.92 % and in the cycle II become 6.55%.

   During the teaching and learning process in cycle I, the researcher founds that the students are difficult to speak in a correct vocabulary it caused by their language still influence by mother tongue and most of them do not have vocabulary stock for delivering their ideas. To solve this problem the researcher has done cycle II and revise the previous lesson plan, give them deep explanation and repeated the word still they can get it.

   From the explanation above the researcher analyzes that the think pair share strategy can improve students' speaking vocabulary where the students mean score in cycle II higher than cycle I. The scores are acquired from the presentation of data analysis, and the improvement is presented in higher number of the students to show that the improvement is significant such as: in the test cycle I where 6 students (22%) are *fair,* 20 students (74%) are *fairly good* and 1 student (4%) are *good* (table 4.4). In cycle II, it

improves again where 20 students (74%) are *good,* 3 students (11%) are *very good* and 4 students (15%) are *fairly good* (table 4.4).

These score percentage above indication that the use of Think Pair Share Strategy can improve the students' speaking accuracy in term of vocabulary. The vocabulary that students use when they are speaking is more varieties after giving action I and action II than before giving the action where the students' vocabulary when they are speaking is very limit. Based on the explanation above can be seen that the students speaking accuracy dealing with vocabulary improved significantly.

b. Grammar

The Think Pair Share Strategy improve the students' speaking ability in terms of grammar can be seen the difference by considering the result of the students' achievement after D-test, taking action in cycle I and cycle II (the application of Think Pair Share Strategy).

The improvement of the students' speaking grammar through Think Pair Share Strategy is an effective strategy. The researcher found that before the use Think Pair Share Strategy the students score in cycle I is 7.97 % and in the cycle II become 7.74%.

During the teaching and learning process in cycle I, the researcher find that the students are difficult to speak in a correct grammar it caused by their language still influenced by mother tongue and most of them did not have knowledge about grammar for delivering their ideas. To solve this problem the researcher have do cycle II and revised the previous lesson plan,

give them deep explanation related to what becomes problem that the students' faced.

From the explanation above the researcher analyze that the strategy of Think Pair Share Strategy can improve students' speaking grammar where the students mean score in cycle I is higher than cycle II. The scores are acquired from the presentation of data analysis, and the improvement is significant such as: in the cycle I where 13 students (48%) get *fair,* 13 students (48%) get *fairly good* and 1 student (4%) get *good* (table 4.5). In cycle II, it improves again where 8 students (30%) get *fairly good* 18 students (67%) get *good* and 1 student (3%) get *very good* (table 4.5).

The score percentage above indication that the use of Think Pair Share Strategy can improve the students' speaking accuracy in term of grammar, where the percentage above also showed that the improvement of the students' grammar in speaking move from the lower percent to the high percent and it absolutely proved that the students' grammar in speaking improve significant.

2. **The Improvement of The Students' Speaking Fluency Dealing with Smoothness and Self-Confidence**

   a. **Smoothness**

The Think Pair Share Strategy improve the students' speaking fluency in term of smoothness can be seen the difference by considering the result of the students' improvement after getting action in each cycles.

The improvements of the students' smoothness in speaking Think Pair Share Strategy have effective strategy. The researcher found that the use of Think Pair Share Strategy the students score in cycle I is 7.11% and in the

cycle II become 8.22% so the improvement of the students score of the best cycle I is 1.11%.

During the teaching and learning process in cycle I, the researcher found that the students are difficult to speak fluently it caused by their language still influenced by mother tongue and most of them seldom speak in English which actually can help their fluency. To solve this problem the researcher have do cycle II and revised the previous lesson plan, gave them more activity in speaking to train their fluency.

From the explanation above the researcher analyzed that the Think Pair Share Strategy can improve students' speaking smoothness in speaking where the students mean score in cycle I higher then cycle II. The scores are acquired from the presentation of data analysis, and the improvement is presented in higher number of the students to show that the improvement is significant such as: in the improves consist cycle I where 3 students (11%) get *fair,* and 24 students (89%) get *fairly good* (table 4.6). In cycle II, it improves again where 26 Students (96%) get *good,* and 1 student (4%) get *very good* (table 4.6).

The percentage above showed that the researcher do cycle I where the number of the students who speak hast and fair of smoothness still dominate. It means that the indicator is not achieved yet. So the researcher continues to the second cycle and through almost all students speak fairly good of smoothness and it proves that the indicator is improve.

These score percentage above indicated that the Think Pair Share Strategy can improve the students' speaking fluency in term of smoothness and the improvement is significant.

b. Self-Confidence

The Think Pair Share Strategy improve the students' speaking fluency in term of self-confidence can be seen the difference by considering the result of the students' improvement after getting action in each cycles.

The improvement of the students' self-confidence in speaking Think Pair Share Strategy has effective Strategy. The researcher found that the application of think pair share strategy the students score cycle I is 6.62% and in cycle II become 8.55% so the improvement of the students score of the test cycle I to II is 1.9%.

During the teaching and learning process in cycle I, the researcher found that the students were difficult express their to speak fluently it caused by their language still influenced by mother tongue and most of them seldom speak in English which actually can help their fluency. To solve this problem the researcher have done cycle II and revised the previous lesson plan, give them more activity in the speaking to train fluency.

From the explanation above the researcher analysis that the Think Pair Share Strategy can improve students' speaking self-confidence in speaking where the students mean score in cycle II higher then cycle I. The scores are acquired from the presentation of data analysis, and the improvement is significant such as; in the improves consist cycle I where 3 students (12%) get *poor,* 12 students (44%) get *fair,* and 12 students (44%) get *fairly good,* (table

4.7). In cycle II it improves again where 8 students (30%) get *good,* 19 students

(70%) get *very good,* (table 4.7).

These score percentage above indicate that the application of Think

Pair Share Strategy can improve the students' speaking fluency in term of self-

confidences and the improvement is significant.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter it can be conclude "Think Pair Share Strategy" can improve the students' speaking ability at the Eight Grade Students of SMP Pesantren Putri Yatama Mandiri. It based on the research findings and discussion in the previous chapter. This research implementation to the eight grade students of SMP Pesantren Putri Yatama Mandiri in academic 2018-2019. The researcher that is carried out in two cycles is successful in improving the students' vocabulary, grammar, self-confidence and smoothness.

The researcher findings and discussion in Chapter IV show that the students' speaking ability is improve through the use Think Pair Share Strategy. In cycle I, the researcher implementation The Think Pair Share Strategy and some additional actions namely using classroom English, divided students into some pair, vocabulary and grammar practice such as make a dialogue. Those actions

give an improvement in the students' speaking skill; however, there are some unsuccessful actions in cycle I needed to be improved. Therefore, the researcher decided to conduct cycle II.

The actions in cycle II is using Think Pair Share Strategy, classroom English, vocabulary and grammar practice, self-confidence and smoothness. There are some actions from cycle I that is revised in cycle II. In cycle I the researcher using classroom English and cycle II after divided students into some pair, the researcher explain material in English but after that the researcher explain into the Indonesia language, give feedback and explain about the summary material that have learn. It helped the passive students to be active. The class management is also improved during cycle II.

Based on the result of observation sheet and speaking test, the students made a better improvement in their speaking ability. It could be seen from the improvement of the students' speaking ability in terms of accuracy dealing with vocabulary is indicated by the students' mean score in D-test is 6.07, cycle I is 6.92, and cycle II is 7.96 the improvement of vocabulary is 1.04. The improvement of the students' mean score in D-test is 5.81, cycle I is 6.55, and cycle II is 7.74. The improvement of grammar is 1.19.

The improvement of the students' speaking ability in terms of fluency dealing with smoothness is indication by the students' mean score in D-test is 5.96, cycle I is 7.10, and cycle II is 8.22 the improvement of smoothness is 1.12. The improvement of the students' speaking ability in terms of fluency dealing with self-confidence is indication by the students' mean score in D-test is 6.11, cycle I is 6.62, and cycle II is 8.55. The improvement of self-confidence is 1.93.

B. Suggestion

Some suggestions are given to the participants who are closely related to this research. The suggestions are made based on the conclusions and implication of this research. They are presented as follows:

1. For 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 strategies 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 Think Pair Share Strategy one of the appropriate strategy in teaching speaking.

2. For the students

   Through the Think Pair Share Strategy, 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 limited time in implementing the actions, other researcher who is 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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APPENDIX

List Name of the Students' in Class VIII
SMP Pesantren Putri Yatama Mandiri

No	Name	Ket
1	A. SUTRA NURANNISA	Std-01
2	AFIFA MUTMAINNA	Std-02
3	ANNISA RAHMADANI	Std-03
4	ASMAUL HUSNA	Std-04
5	ASMAUL HUSNA BAHAR	Std-05
6	DAENG FITRI	Std-06
7	DEVI RUSDIANA	Std-07
8	DWI AGUSTIANI RATNA W	Std-08
9	FATIHA NAFSAH	Std-09
10	IFFA RAHMANIA	Std-10
11	ISMIRANDA SYAKIAH	Std-11
12	KETY DWIYANTI	Std-12
13	KURNIATI	Std-13
14	MAGFIRAH	Std-14
15	MASTURA	Std-15
16	MUTIA MUFIDA	Std-16
17	NUR INDAH SARI	Std-17
18	NADIYA AULIA	Std-18
19	NURAFIAH	Std-19
20	NURHIKMAH HALIPUDDIN	Std-20
21	NURLINA	Std-21
22	NURUL ALYA SALSABILA	Std-22
23	PUTRIANA	Std-23
24	PUTRIANA RUSLAN	Std-24
25	RAMADANI	Std-25
26	RIA	Std-26
27	SAHARA KAMAL	Std-27

Attendant List of the Students' in Learning Process Class VIII
SMP Pesantren Putri Yatama Mandiri

NO	Students' Code	D-TEST	CYCLE 1			CYCLE 2		
			1	2	3	1	2	3
1	Std - 01	✓	✓	✓	✓	✓	✓	✓
2	Std - 02	✓	✓	✓	✓	✓	✓	✓
3	Std - 03	✓	P	✓	✓	✓	✓	✓
4	Std - 04	✓	✓	✓	✓	✓	✓	✓
5	Std - 05	✓	✓	✓	✓	✓	✓	✓
6	Std - 06	✓	✓	✓	✓	✓	✓	✓
7	Std - 07	✓	✓	✓	✓	✓	✓	✓
8	Std - 08	✓	✓	✓	✓	✓	✓	✓
9	Std - 09	✓	✓	✓	✓	✓	✓	✓
10	Std - 10	✓	✓	✓	✓	✓	✓	✓
11	Std - 11	✓	✓	✓	✓	✓	✓	✓
12	Std - 12	✓	✓	✓	✓	✓	✓	✓
13	Std - 13	✓	✓	✓	✓	✓	✓	✓
14	Std - 14	✓	s	✓	✓	✓	✓	✓
15	Std - 15	✓	✓	✓	✓	✓	✓	✓
16	Std - 16	✓	✓	✓	✓	✓	✓	✓
17	Std - 17	✓	✓	✓	✓	✓	✓	✓
18	Std - 18	✓	✓	✓	✓	✓	✓	✓
19	Std - 19	✓	✓	✓	✓	✓	✓	✓
20	Std - 20	✓	✓	✓	✓	✓	✓	✓
21	Std - 21	✓	✓	✓	✓	✓	✓	✓
22	Std - 22	✓	✓	a	✓	✓	✓	✓
23	Std - 23	✓	✓	✓	✓	✓	✓	✓
24	Std - 24	✓	✓	✓	✓	✓	✓	✓
25	Std - 25	✓	✓	✓	✓	✓	✓	✓
26	Std - 26	✓	✓	✓	✓	✓	✓	✓
27	Std - 27	✓	✓	✓	✓	s	✓	✓
PRESENT		27	25	26	27	26	27	27
ABSENT		-	-	1	-	-	-	-
SICK		-	1	-	-	1	-	-
PERMISSION		-	1	-	-	-	-	-

Score Classification

a. **Diagnostic Test (D Test)**

The score of students' speaking Accuracy and fluency in Diagnostic Test

No	Name	Accuracy		Fluency	
		Vocabulary	Grammar	smoothness	Self-Confidence
1	Std-01	6	6	7	6.6
2	Std-02	6	6	6.5	6.6
3	Std-03	6	6	6	5.6
4	Std-04	5	5	6	5.6
5	Std-05	5.5	5	6	6
6	Std-06	7	7	6.5	5.6
7	Std-07	6.5	6	6	6
8	Std-08	6	6	6.5	6.6
9	Std-09	5	5	6	6.6
10	Std-10	6.5	6	6	5.5
11	Std-11	6	5.5	5.5	5.5
12	Std-12	6.5	6.5	6	6.6
13	Std-13	5.5	5	6	6.6
14	Std-14	5.5	5	5.5	6.6
15	Std-15	5.5	5	5	5.6
16	Std-16	6.5	6	6	6.6
17	Std-17	6.5	6	5.5	5.5
18	Std-18	6.5	6.5	5.5	5.6
19	Std-19	5	5.5	6.5	5.6
20	Std-20	6.5	6	5.5	6.6
21	Std-21	7	7	6.5	6.6
22	Std-22	5.5	5	5.5	6.6
23	Std-23	7	6	6	6.6
24	Std-24	7	7	6	6
25	Std-25	6.5	6	6	5.6
26	Std-26	6	6	5.5	5.6
27	Std-27	5.5	5.5	6	6.5
	Total score	164	157	161	165
	Mean score	6.07	5.81	5.96	6.11
	Maximum score	7	7	7	6.6
	Minimum score	5	5	5	5.5

b. Cycle I

The score of students' Speaking Accuracy and Fluency in cycle I

No	Name	Accuracy		Fluency	
		Vocabulary	Grammar	smoothness	Self-Confidence
1	Std-01	7	6	7	7
2	Std-02	6.5	6	7	7
3	Std-03	7	7	7	6.6
4	Std-04	7	6.5	7.5	6.5
5	Std-05	7	7	7.5	6.5
6	Std-06	7	6	6.5	6.6
7	Std-07	7	6.5	7	5.6
8	Std-08	7	6	7	6
9	Std-09	7.7	7	7	6.6
10	Std-10	7	6.6	6.6	5.6
11	Std-11	7	7	6.6	6
12	Std-12	6.5	6.5	7.5	6.6
13	Std-13	7	6.6	6.6	7
14	Std-14	7.5	7.5	7	7
15	Std-15	7	6.5	6.5	7
16	Std-16	7.5	6.6	7	7.5
17	Std-17	7	6.6	7.5	7
18	Std-18	7	6.6	7.5	6.6
19	Std-19	6.5	6.5	6.5	6.6
20	Std-20	6.5	6.6	7	6.6
21	Std-21	6.5	6.5	7.5	6.6
22	Std-22	6.6	6.5	7.5	6.6
23	Std-23	6.6	6.5	7.5	7
24	Std-24	6.6	6.6	7.5	6.6
25	Std-25	6.5	6	7.5	7
26	Std-26	7.5	7	7	7
27	Std-27	7	6.5	7.5	6.6
	Total score	187	177	192	179
	Mean score	6.92	6.55	7.11	6.62
	Maximum score	7.7	7.5	7.5	7.5
	Minimum score	6.5	6	6.6	5.6

c. **Cycle II**

The score of students' Speaking Accuracy and Fluency in cycle II

No	Name	Accuracy		Fluency	
		Vocabulary	Grammar	smoothness	Self-Confidence
1	Std-01	7.5	7	8	8.7
2	Std-02	7.6	7	8	8.7
3	Std-03	7.6	7	8	8.8
4	Std-04	7.6	7.6	8	8.8
5	Std-05	7.5	7	8.5	8.8
6	Std-06	7.6	7.6	8.5	8.8
7	Std-07	7.6	7	8.5	8.6
8	Std-08	7.5	7.7	8.5	8.6
9	Std-09	8	7	8.5	8.6
10	Std-10	8	7.7	8	8.6
11	Std-11	8	7.5	8	8.6
12	Std-12	8	7.6	8	8.6
13	Std-13	8	7	8	8.5
14	Std-14	8.6	8.5	8.5	8.5
15	Std-15	8.6	8	8.5	8.6
16	Std-16	8.5	8	8	8.8
17	Std-17	8	8	8	8
18	Std-18	8.5	8	8.5	8
19	Std-19	8.5	8	8.5	8
20	Std-20	8	8.5	8.5	8
21	Std-21	8.8	8	8	8
22	Std-22	8	8	8.6	8.5
23	Std-23	8	8	8	8.6
24	Std-24	8	8.5	8	8.6
25	Std-25	7.8	8.5	8.5	8.7
26	Std-26	8	8.6	8	8.8
27	Std-27	7.5	7.6	8	8.8
	Total score	215	209	222	231
	Mean score	7.97	7.74	8.22	8.55
	Maximum score	8.8	8.6	8.6	8.8
	Minimum score	7.5	7	8	8

A. Mean Score of the Students in D-Test, Cycle I and Cycle II

After calculating the result of the students in D-Test, cycle I and cycle II, the mean score are presented below:

1) Mean Score of the students in D-test

    a. Accuracy

        1. Vocabulary

$$\bar{x} = \frac{\sum x}{N}$$

$$= \frac{164}{27} = 6.07$$

        2. Grammar

$$\bar{x} = \frac{\sum x}{N}$$

$$= \frac{157}{27} = 5.81$$

    b. Fluency

        1. Smoothness

$$\bar{x} = \frac{\sum x}{N}$$

$$= \frac{161}{27} = 5.96$$

        2. Self-confidence

$$\bar{x} = \frac{\sum x}{N}$$

$$= \frac{165}{27} = 6.11$$

2) Mean Score of the students in Cycle I

a. Accuracy

1. Vocabulary

$$\bar{x} = \frac{\sum x}{N}$$

$$= \frac{187}{27} = 6.82$$

2. Grammar

$$\bar{x} = \frac{\sum x}{N}$$

$$= \frac{177}{27} = 6.55$$

b. Fluency

1. Smoothness

$$\bar{x} = \frac{\sum x}{N}$$

$$= \frac{192}{27} = 7.10$$

2. Self-confidence

$$\bar{x} = \frac{\sum x}{N}$$

$$= \frac{179}{27} = 6.62$$

3) Mean Score of the students in Cycle II

a. Accuracy

1. Vocabulary

$$\bar{x} = \frac{\sum x}{N}$$

$$= \frac{215}{27} = 7.96$$

2. Grammar

$$\bar{x} = \frac{\sum x}{N}$$

$$= \frac{209}{27} = 7.74$$

b. Fluency

1. Smoothness

$$\bar{x} = \frac{\sum x}{N}$$

$$= \frac{222}{27} = 8.22$$

2. Self-confidence

$$\bar{x} = \frac{\sum x}{N}$$

$$= \frac{231}{27} = 8.55$$

Note:

$\bar{x}$ = Mean Score

$\sum X$ = Total Score

N = Number of student

The Result of the Students activeness in Diagnostic test, Cycle I and Cycle II

in Teaching and Learning Process of SMP Pesantren Putri Yatama Mandiri

N O	Students' Code	D-TEST	Meeting					
			CYCLE 1			CYCLE 2		
			M1	M2	M3	M1	M2	M3
1	Std - 01	2	3	3	3	3	4	4
2	Std - 02	3	3	3	2	3	3	3
3	Std - 03	1	P	2	3	3	4	4
4	Std - 04	2	2	2	2	3	2	3
5	Std - 05	2	3	3	2	3	3	4
6	Std - 06	2	3	2	3	3	4	4
7	Std - 07	3	2	3	3	3	3	4
8	Std - 08	3	3	3	3	3	4	4
9	Std - 09	3	2	2	3	3	4	4
10	Std - 10	3	3	2	3	3	3	3
11	Std - 11	2	2	2	3	4	4	4
12	Std - 12	2	3	3	3	3	4	4
13	Std - 13	2	3	3	3	3	3	4
14	Std - 14	1	S	3	3	3	4	3
15	Std - 15	1	3	3	3	3	4	4
16	Std - 16	2	2	2	2	3	3	3
17	Std - 17	2	3	3	2	3	3	3
18	Std - 18	2	2	2	3	4	4	4
19	Std - 19	3	3	2	2	3	4	3
20	Std - 20	2	2	3	3	4	3	4
21	Std - 21	2	2	3	2	2	3	3
22	Std - 22	3	2	2	2	4	3	4
23	Std - 23	3	2	2	2	3	4	3
24	Std - 24	2	2	3	3	3	3	3
25	Std - 25	2	2	3	3	3	3	3
26	Std - 26	3	2	2	2	3	3	4
27	Std - 27	2	3	3	3	S	2	3
Subject		27	25	27	27	26	27	27
Total		60	62	69	71	81	91	96
Percentage		40.50	38.75	46.57	47.92	52.65	61.42	64.80

MEAN SCORE OF THE STUDENTS' ACTIVINESS IN TEACHING

LEARNING PROCESS IN D-TEST, CYCLE I AND CYCLE II

Note : 4 = Very Active

3 = Active

2 = Less Active

1 = Not Active

The Formula for Analyzing

$$P = \frac{Fq}{4 \times N} \; X \; 100$$

D- Test meeting

$$P = \frac{60}{4 \times 27} \; X \; 100$$

P = 40.50 %

- Cycle I

  a. The first meeting

  $$P = \frac{62}{4 \times 25} \; X \; 100$$

  P = 38.75%

  b. The Second meeting

  $$P = \frac{69}{4 \times 27} \; X \; 100$$

  P = 46.57%

  c. The Third meeting

  $$P = \frac{71}{4 \times 27} \; X \; 100$$

  P = 47.92%

- Cycle II

  a. The first meeting

  $$P = \frac{81}{4\ x26}\ X\ 100$$

  P = 52.65%

  b. The Second meeting

  $$P = \frac{92}{4\ x\ 27}\ X\ 100$$

  P = 61.42 %

  c. The Third meeting

  $$P = \frac{96}{4\ x\ 27}\ X\ 100$$

  P = 64.80%

D-Test

Work in pairs. Create a conversation based on the one of the following situation.

Then act them out.

1. You meet your friend at school in the morning and she didn't come to school for 1 weeks. What do you say?

2. You want to go to bed at night and really tired, but your parents needing you for help. What do you say to your parents?

3. You meet a new friend. Ask some personal information about her/him.

4. The teacher asking you to a company for went to something place but you cannot to go there because your home work deadline, What do you say?

LESSON PLAN

School Name   : SMP Pest Putri Yatama Mandiri

Class /Semester   : VIII / II

Subject/ Skill   : English/ Speaking

Cycle   : Cycle 1

Time allocation   : 3 (2 x 40)

A. Standard competency

10. To express the meaning of short and simple monologue in the forms of recount and narrative to interact with surrounding environment.

B. Basic competence

10.2 To express the meaning of short and simple monologues by using spoken language accurately, properly and acceptable to interact with the surrounding environment in the forms of recount and narrative texts.

C. Indicators

1. Understanding the meaning and information from the input dialogue correctly.

2. Pronouncing a number of vocabularies (noun, verb, adjective) related to the topic with intelligible pronunciation.

3. Identifying the grammatical structures of recount text

4. Performing a short simple monologue in the form of recount text

D. Learning Objectives

By the end of the lesson, the students are expected to be able to perform a short simple monologue in the form of recount text fluently and appropriately.

E. Character Building

1. Trustworthiness
2. Diligence
3. Politeness
4. Respect
5. Cooperation

F. Learning materials

Topic   : holiday

Input text   : written text and pictures

Recount text

Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertain or inform the reader.

Generic structure

- Orientation

  Tell who was involved, what happened, where the events took place, and when it happened.

- Events

  Tell what happened and in what sequence.

- Reorientation

  Consist of optional-closure of events/ending.

Language features

- The use of nouns and pronouns to identify people, animals, or things involved. (e.g. I, we, house, etc.)

- Use of action verb to refer to events. (e.g. saw, ran, walked, etc.)

- Use of past simple tense to locate events in relation to writer's time. (e.g. Last month, I visited my grandma's house)

- Use of conjunctions and time connectives to sequence the events. (e.g. next, the, finally, etc.)

- Use of adverb or adverbial phrase to indicate place and time. (e.g. at 2 p.m., at school, etc.)

- Use of adjective to describe noun. (e.g. nice, pretty, amazing, incredible, etc.)

G. Teaching media

- Laptop
- Handouts

H. Learning Method

The four-stage technique consisting of:

- BKOF (Building Knowledge of Field)
- MOT (Modeling of Text)
- JCOT (Joint Construction of Text)
- ICOT (Independent Construction of Text)

I. Learning Activities

  1. Opening Activities

a. Greeting the students
b. Praying
c. Checking the attendance list

2. Main Activities

a. Building Knowledge of Field

- The teacher shows some pictures of people doing activities.
- The teacher asks warm up questions about their activities in the last Sunday.
- The students orally answer the warning-up questions

b. Modeling of Text

- The teacher gives an example of recount text.
- The teacher asks the students to read and imagine the content of the text first.
- The teacher gives time to understand the text given
- The teacher guides and explains the text to the students.
- The teacher shows a word map to make the students understand the text easier.
- The students answer the questions about the text.
- The teacher explains the language features and generic structures of recount text.

c. Joint Construction of Text

- The teacher provides another example of recount text to make the students familiar with it.
- The teacher show pictures with topic holiday.
- The teacher asks them to make a map word of the vocabulary related to holiday.
- **THINK** - After the students finish the map, they develop their ideas into some creative sentence by answering the question on task 9.
- Teacher divides the students into 9 groups consist of 4 students.
- **PAIR** - The members discuss their ideas to their group.

d. Independent Construction of Text

- **SHARE** - Students share their story in a larger group
- Other Students give feedback to the performers
- The teacher and students discuss the performance

3. Closing Activities

a. The teacher provides overall feedback for the students" performances

b. Together with the students, the teacher summarizes the lesson

c. The teacher motivates the students to keep learning and practicing their English

d. The teacher leads the closing prayer

e. The teacher says good-bye

J. Learning resources

a. Pictures, and text

b. The internet

K. Assessment

a. Technique   : Spoken Test

b. Form   : Monologue Performance test

c. Instrument   : Material Unit 1

L. Scoring

Speaking rubric

Makassar,…Oktober 2018

Researcher

Citra Nur Syarifah

LESSON PLAN

School Name : SMP Pest Putri Yatama Mandiri

Class /Semester : VIII / II

Subject/ Skill : English/ Speaking

Cycle : Cycle 2

Time allocation : 3 (2 x 40)

A. Standard competency

10. To express the meaning of short and simple monologue in the forms of recount and narrative to interact with surrounding environment.

B. Basic competence

10.2 To express the meaning of short and simple monologues by using spoken language accurately, properly and acceptable to interact with the surrounding environment in the forms of recount and narrative texts.

C. Indicators

1. Understanding the meaning and information from the input dialogue correctly.

2. Pronouncing a number of vocabularies (noun, verb, adjective) related to the topic with intelligible pronunciation.

3. Identifying the grammatical structures of recount text

4. Performing a short simple monologue in the form of recount text

D. Learning Objectives

By the end of the lesson, the students are expected to be able to perform a short simple monologue in the form of recount text fluently and appropriately.

E. Character Building

1. Trustworthiness
2. Diligence
3. Politeness
4. Respect
5. Cooperation

F. Learning materials

Topic : holiday

Input text : written text and pictures

Recount text

Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertain or inform the reader.

Generic structure

- Orientation

  Tell who was involved, what happened, where the events took place, and when it happened.

- Events

  Tell what happened and in what sequence.

- Reorientation

  Consist of optional-closure of events/ending.

Language features

- The use of nouns and pronouns to identify people, animals, or things involved. (e.g. I, we, house, etc.)

- Use of action verb to refer to events. (e.g. saw, ran, walked, etc.)

- Use of past simple tense to locate events in relation to writer's time. (e.g. Last month, I visited my grandma's house)

- Use of conjunctions and time connectives to sequence the events. (e.g. next, the, finally, etc.)

- Use of adverb or adverbial phrase to indicate place and time. (e.g. at 2 p.m., at school, etc.)

- Use of adjective to describe noun. (e.g. nice, pretty, amazing, incredible, etc.)

G. Teaching media

- Laptop
- Handouts

H. Learning Method

The four-stage technique consisting of:

- BKOF (Building Knowledge of Field)
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I. Learning Activities

1. Opening Activities

    d. Greeting the students

    e. Praying

    f. Checking the attendance list

2. Main Activities

a. Building Knowledge of Field

- The teacher shows some pictures of people doing activities.
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- The students orally answer the warning-up questions

b. Modeling of Text

- The teacher gives an example of recount text.
- The teacher asks the students to read and imagine the content of the text first.
- The teacher gives time to understand the text given
- The teacher guides and explains the text to the students.
- The teacher shows a word map to make the students understand the text easier.
- The students answer the questions about the text.
- The teacher explains the language features and generic structures of recount text.

c. Joint Construction of Text

- The teacher provides another example of recount text to make the students familiar with it.
- The teacher show pictures with topic holiday.
- The teacher asks them to make a map word of the vocabulary related to holiday.
- **THINK** - After the students finish the map, they develop their ideas into some creative sentence by answering the question on task 9.
- Teacher divides the students into 9 groups consist of 4 students.
- **PAIR** - The members discuss their ideas to their group.

d. Independent Construction of Text

- **SHARE** - Students share their story in a larger group
- Other Students give feedback to the performers
- The teacher and students discuss the performance

3. Closing Activities

f. The teacher provides overall feedback for the students" performances

g. Together with the students, the teacher summarizes the lesson

h. The teacher motivates the students to keep learning and practicing their English

i. The teacher leads the closing prayer

j. The teacher says good-bye

J. Learning resources

1. Pictures, and text

2. The internet

K. Assessment

a. Technique   : Spoken Test
b. Form   : Monologue Performance test

c. Instrument : Material Unit 2

L. Scoring

Speaking rubric

Makassar,…November 2018

Researcher

Citra Nur Syarifah

DOCUMENTATION IN LEARNING PROCESS

CURICULUM VITAE

Citra Nur Syarifah Tusyadiah is the fourth child of Drs Abuhaerah and Rasnah. She was born on 27 Agustus 1994 in Barru. She has three sisters and one brother. She lives in Pucue Kec. Tanete Rilau, Barru. She finished her study at SDN 01 Pekkae finished 2007, at SMPN 1 Tanete Rilau 2010, at SMAN 3 Barru 2013 and then, she registered as a student of Muhammadiyah University of Makassar in English Education.