

**THE EFFECTIVENESS OF THINK PAIR SHARE STRATEGY
TO IMPROVE STUDENTS' SPEAKING SKILL AT SMAN 2
PALOPO**

A Thesis

*Presented as Partial Fulfillment for the Attained of S.Pd Degree in English
Language Education Study Program Tarbiyah and Teacher Training Faculty
State Islamic Institute of Palopo*



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2022**

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TARBIYAH AND TEACHER TRAINING FACULTY
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THESIS APPROVAL

This thesis entitled “**The Effectiveness of Think Pair Share Strategy to Improve Speaking Skill at SMAN 2 Palopo**” which is written by **Ika Latifah, Reg. Number. 17.0202.0027**, S1 English Language Education Study Program of Tarbiyah and Teacher Training Faculty State Islamic Institute Palopo, has been examined and defended in Munaqasyah session which is carried out **Wednesday, 19th of January 2022 M**, coincided with **17th Jumadil Akhir 1443 H**, it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

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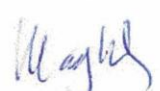
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The researcher admits that this thesis is still not perfect so the researcher will accept all inputs and suggestions from readers to improve it. Finally, the researcher hopes that Allah SWT always provides a way of direction and blesses us. Aamiin

The Researcher



Ika Latifah



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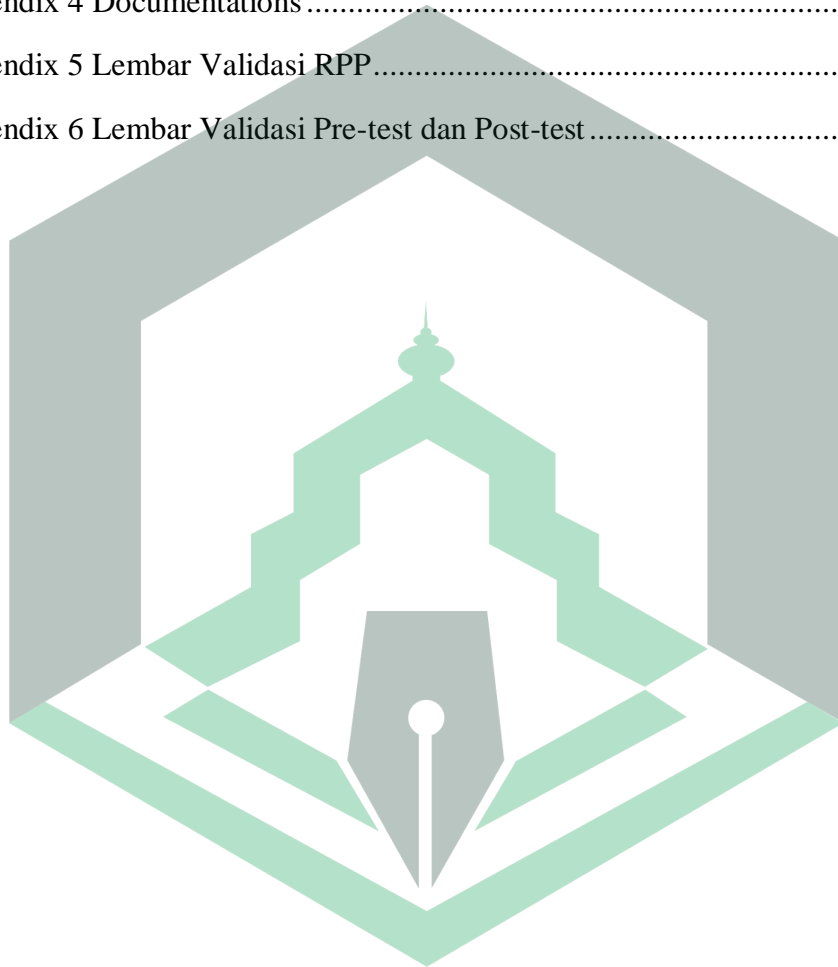


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ABSTRACT

Ika Latifah, 2021. *“The Effectiveness of Think Pair Share strategy to Improve Students’ Speaking Skill at SMAN 2 Palopo”*. A thesis of The English Education Study Program Faculty of Tarbiyah and Teacher Training State Islamic Institute of Palopo. Supervised by: Muhammad Iksan and Magfirah Thayyib.

This research is about the Effectiveness of Think Pair share Strategy to Improve Student’s Speaking Skill at SMAN 2 Palopo. The problem statements of this thesis consist of “Does the Think Pair Share strategy improve the students’ speaking skill effectively in class XI IPA 3 at SMAN 2 Palopo?” Based on the description above, the objective of the research is to find out whether or not the Think Pair Share strategy improved students’ speaking skill effectively in class XI IPA 3 at SMAN 2 Palopo. This research applied the pre-experimental method, with pre-test and post-test design. The population in this study was students of class eleventh grade SMAN 2 Palopo. The sample was taken by purposive sampling. The number of samples is 15 students. Data were analyzed using SPSS 20. The classification of assessments includes accuracy, fluency, and comprehensibility. This research indicated that the think pair share strategy was successful in improving students’ speaking skill in class XI IPA 3 at SMAN 2 Palopo. The mean score of the pre-test was 6.46 (poor) and the post-test was 8.33 (good). The researcher concluded the implementation of the think pair share strategy is effective for improving speaking skill in class XI IPA 3 at SMAN 2 Palopo.

Keywords: think pair shares strategy, speaking skill, pre-experimental design

CHAPTER I

INTRODUCTION

A. Background

English is a foreign language studied by Indonesian students. Learning English in global era is very important because of the intense competition between countries. There are four skills in learning English, namely listening, writing, reading, and speaking. Reading and writing are said to be related to language expressed through visual media. Speaking and listening are related to the language expressed through oral media.¹ Speaking is an important part of English that must be mastered by students.

The purpose of speaking is to communicate a message, one's feelings, through the surrounding environment. Speaking has the purpose of expressing through in a language, as interaction with someone, it is hard to master. Speaking skill are vastly related to listening skills, in speaking activities, the students are required to listen first then speak because speaking is not only remembered and memorized written sentences, however also spontaneously expresses students verbally express ideas. Speaking is a process of creating and conveying significance meaning via the study and instruction of a foreign language. It denotes that students must be prepared to interact with others to obtain or exchange knowledge and express themselves and express their feelings.² As state in Al-Baqarah verse 269 of the Holly Al-Quran. It reads:

¹ Widdowson H. G., *Teaching Language as Communication*, (Oxford University Press, 1978), p.57.

² Chaney, A. L., *Teaching Oral Communication*, (In Grade K-8, Boston Allyn and Bacon, 1998), P.3

يُؤْتِي الْحِكْمَةَ مَنْ يَشَاءُ ۚ وَمَنْ يُؤْتَ الْحِكْمَةَ فَقَدْ أُوتِيَ خَيْرًا كَثِيرًا ۗ وَمَا يَذَّكَّرُ إِلَّا أُولُو

الْأَلْبَابِ

Meaning:

“He gives wisdom to which He wills. Whoever is given wisdom, indeed he has been given much good. And no one can take lessons expect those who have common sense”.

The researcher observed that the students at SMAN 2 Palopo were less enthusiastic in the process of learning to speak. Mrs. A, an English teacher at SMAN 2 Palopo, said that "some students only listen to the teacher's instructions without giving feedback, and students find it difficult to understand their speaking skills".³ It can be visible when students are talking. They sometimes look perplexed and hard to convey their thoughts. The researcher estimated that this happened because they lacked vocabulary. Thus, students become bored, have low motivation, and are less enthusiastic in learning speaking comprehension. The focus of the research is on solving issues caused by applying the think pair share strategy to increase enthusiasm for learning in class XI Exact 3 at SMAN 2 Palopo.

Think pair share type of cooperative learning method is one of the strategies that can be applied in the classroom to improve students' speaking skill. There are research findings revealing that this technique is effectively to implementation in teaching speaking skill. Lack of students' mastery of English language skills is a problem that contradicts the demands of this globalization era. In addition, often the learning methods are not by needs and character of students

³ Interview with Teacher at SMAN 2Palopo, On October 2020

so that optimal goals are not achieved. Therefore, the researcher implementation think pair share strategy to learn English language skills that involve students to be more active in language learning.

Think-Pair-Share is one of the types of cooperative learning created by Frank Lyman at the University of Maryland in 1981, and has since been embraced by many writers in the field of cooperative learning. Think-Pair-Share is an effective learning strategy that can be applied to all grade levels and content areas. This is a useful strategy for encouraging children to think more deeply and practicing articulating their ideas and views with peers and teachers.⁴

By looking at the background above, the researcher researches with the title “The Effectiveness of Think Pair Share Strategy to Improve Students Speaking Skill at SMAN 2 Palopo”. This technique can be used in speaking practice in English, especially when they feel shy to pronounce some words, they do not believe in their ability and they are afraid to making mistakes because their friends will laugh at them. They need a teaching and learning process that is interesting, of course, by creating a good atmosphere in the class.

The research conducted to implementation of a think pair share strategy in the classroom helps teachers increase the students’ motivation and interest in English, which would hopefully result in improving long-lasting English speaking.

⁴ Diyah Reni Fauziyati & Wiwiek Istianah. “The Effect OF Using Think-Pair-Share Technique on the Eighth Grade Students’ Reading Comprehension Achievement at SMPN 3 Bangsalsari Jember”. (*Journal of English Language Teaching*, 2013. 2(2), 42).

B. Research Question

Based on the explanation above, the researcher formulates the following research question: Does the Think Pair Share strategy improve students' speaking skill effectively in class XI IPA 3 at SMAN 2 Palopo?

C. The Objective of the Research

The objective of the research is to find out whether or not the Think Pair Share strategy improved students' speaking skill effectively in class XI IPA 3 at SMAN 2 Palopo.

D. Significance of Research

The result of this research is expected to be useful for others:

1. Theoretical

This research is intended to know the effectiveness improves students speaking skill by using the think pair share strategy.

2. Practical

- 1) The students, to increase the students' skill with activities interesting learning
- 2) The teacher, to be able to improve students' skill with the think pair share strategy used to assist develops college students' speaking skill.
- 3) The other researchers, as a useful reference and knowledge for other research.

E. Scope of the Research

The research focuses on strategies to improve students' speaking skill by using Think Pair Share Strategy in class XI IPA 3 at SMAN 2 Palopo. The research focuses to make students' to be able to ask and give an opinion about something. In this research only focus on three aspects of speaking namely accuracy, fluency, and comprehensibility.



CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Research Findings

The researcher found some researches which are related to this research, those are:

Selly Pratiwi studied about think pair share (TPS) method of cooperative learning for the 8th-grade students of SMP Pesantren Guppi Samata to improve students' speaking ability. The objective of this research is to improve students' speaking ability. This research used classroom action research. The research was successful to improve students' speaking skill ability using the think pair share method of cooperative learning for the eighth-grade students of SMP Pesantren Guppi Samata in the academic year of 2017-2018. The research found out in the two cycles was successful in improving the students' vocabulary, grammar, self-confidence, and smoothness.⁵

Rateh Ambarwati studied about improving the students' speaking skills through picture use of Think Pair Share (TPS). The purpose of this study was to determine the improvement of students' speaking skills by using think pair share through pictures. The research used classroom action research. She found that using the Think Pair Share technique through media is by the situation and condition of students at SMK Muhammadiyah 7 Wonosegoro in the academic

⁵ Selly Pratiwi. *Improving students' speaking ability using think-pair-share of cooperative learning for the 8th-grade students of SMP Pesantren Guppi Samata* (Muhammadiyah University of Makassar, 2018).

year of 2017-2018. In learning English, especially in speaking skills besides that, students are more interested and can be active in the teaching and learning process and are also able to increase creativity and activeness of students in doing academic assignments.⁶

Ira Zeittira Hasibuan studied about improving students' speaking ability use of Think Pair Share. The objective of this research is to find out the process of learning speaking with a think pair share strategy. The subject of this research was VIII students of SMP Bina Satria Medan in the academic year 2018/2019. The research used classroom action research. The researcher found that TPS was able to gain students' self-confidence, TPS was able to give the students more opportunities to speak up their minds and TPS was able to increase the students' motivation in speaking.⁷

Bayu Didik Setyawan studied to improve their speaking ability at the second grade of SMA Swadhipa with the implementation of the think pair share technique to introverted and extroverted students. This study aims to determine whether there is a significant speaking ability of introverted and extroverted students in giving opinions determine the attitudes of introverted and extroverted students towards the application of the Think-Pair-Share. The subject of this research was SMA Swadhipa Natar witch XI IS 3 consisting of 17 students. The research used the experimental method. The result indicated that both introverted

⁶ Rateh, Ambarwati. The Use of Think Pair Share (Tps) Technique Through Picture To Improve the Students ' Teacher Education Faculty State Institute for Islamic Studies (Iain) Salatiga (*Graduating Paper-State Institute for Islamic Studies*, 2018).

⁷ Ira Zeittira, Hasibuan. *The use of think pair share strategy to improve students' speaking ability* (Universitas of Muhamadiyah Nourth Sumatera Medan, 2018).

and extroverted students' speaking abilities in presenting an opinion improved dramatically because the significance value was lower than 0.05.⁸

Endang Kusrini studied cooperative learning "Think Pair Share" to teaching speaking for senior high school. The goal of this study is to see how effective Think Pair Share is at teaching speaking. This study took place at one of Senior High School Purwokerto. An experimental study was adopted as the research design. She found that teaching Think Pair Share in senior high school students to speak is more effective than giving a presentation.⁹

The researchers found that the use of the think pair share strategy is very effective, especially when teaching speaking skills in class, based on some of the studies mentioned above. This study also employs the think pair share to increase students' speaking understanding. The difference between this study and previous research is the think pair share strategy may improve students' speaking skills as well as make them more active and confident in their ability to speak.

B. Some Pertinent Ideas

1. Speaking

a. Definition of Speaking

Speaking is used for a variety of purposes, each requiring a different talent. When we engage in informal conversation, for example, we may be trying

⁸ Bayu Didik Setyawan. "The implementation of think pair share technique to introverted and extroverted students to improve their ability at the second grade of SMA Swadhipa Natar". (University of Lampung, 2019).

⁹ Kusrini, Endang. *Teaching Speaking for Senior High School Students Using Cooperative Learning "Think Pair Share"* (Jurnal Aktif, XVIII, 1–8. 2012).

to develop social contact, build rapport, or indulge in the innocent chitchat that takes up so much of our time with friends. We use speech to give directions or complete tasks. We can utilize speaking to describe things, express dissatisfaction with others make courteous requests or, entertain them with jokes and anecdotes to change people's behavior.¹⁰ Speaking is highly important in our life we cannot understand what other people are saying if we do not speak. Speaking is also how we communicate with other people.¹¹ Speaking is a way of communicating that can affect a person's life.¹² Speaking is expressing the mind through using voice and saying something. Speaking and spoken language are identical in the sense that how people use their voices loudly over time cannot be changed, and it produced and processed online.¹³

b. The Aspects of Speaking

Speaking skill is difficult to assess with precision because speaking is a complex skill to acquire. The following three components are generally recognized in the analysis of the speech process:

¹⁰ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*. (Cambridge University Press. Publisher, 2002), p.201.

¹¹ Antoni, Rivi, and Rasyidah, Ummi. "An analysis of students' speaking skills at second grade SMP 8 rambah hilir. (University of Pasir Pengaraian,2015).

¹² Rokhayani, A., & Cahyo, A. D. N. *Peningkatan Keterampilan Berbicara (Speaking) Mahasiswa Melalui Teknik English Debate*. Refleksi Edukatika (Jurnal Ilmiah Kependidikan, 2015) 5(1).

¹³ Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Fransisco: San Francisco State University Press. 2001) p.257.

1) Accuracy

Accuracy refers to the capacity to talk in the target language and understood by listeners, particularly in terms of lexical and grammatical accuracy. Brown claims that students must concentrate on the language and phonological structure when speaking in order to achieve this.

2) Fluency

Fluency is a speech and language pathology term that refers to the smoothness with which syllables, words, and phrases are joined together when speaking quickly. Fluency is intended to allow you to speak rather than provide feedback on how you did what you did correct it.

3) Comprehension

Comprehensibility is the capacity to comprehend a conversation's topic and form inferences and then reveal them.¹⁴

c. Types of Speaking

Before we can assess speaking, we must first recognize the five basic types of communication. The following are the five different types of speaking:

1) Imitative

The ability to just parrot back (imitate) a word, phrase, or maybe a sentence is at one end of a continuum of shorts of speaking performance. While this is a purely phonetic level or oral output, the criterion performance can reveal

¹⁴ Hormailis, *The Use of Group Work Technique for the Improvement of Speaking Ability the Second Year Student on MAN 2 Pekanbaru Pekanbaru*: (Unpublished Thesis, 2003).

various prosodic, lexical, and grammatical characteristics of language.

2) Intensive

Pronunciation and phonological features are not stressed in intensive speech. To respond to specific activities, understanding meaning is required, although interaction with the counterpart is minimal. Reading aloud, sentence completion, and dialogue completion are examples of activities.

3) Responsive

Interaction and text comprehension were included in responsive assessment activities, but only at the level of very short discussions, standard greetings and small talk, simple requests and comments, and the like.

4) Interactive

The key differences between responsive and interactive speaking are the sentence load and intricacy. The number of speakers is also important, as certain conversations require more than two persons.

5) Extensive

Extensive speaking entails a variety of speech production techniques. In addition, the speaker will need to communicate with the counter-speakers, who may be answering questions or engaging in debate. Extensive speaking might be considered the pinnacle of speaking ability, requiring significant language components.¹⁵

d. The Principles for Teaching Speaking

The following are seven principles to remember when learning to speak:

¹⁵ Rahmawati, Y & Ertin. *Developing Assessment For Speaking* Yenny Rahmawati & Ertin (International Journal of English Education, 2014) 1(2), 199–210.

- 1) Apply techniques that cover the spectrum of learner needs, from the language-based accuracy to message-based to interaction, meaning, and fluency.

The teacher can easily fall into a pattern of offering zesty content-based, interactive activities that do not capitalize on grammatical pointers or pronunciation recommendations in our present passion for interactive language education.

- 2) Use a technique that is motivating intrinsically.

At all times, try to appeal to students' ultimate aim and interest, their desire for knowledge, prestige, competence, autonomy, and their desire to "be all that they can be".

- 3) Encourage the use of genuine language in appropriate situations.

It is not easy to come up with significant interactions on a regular basis. The teacher gives in to the temptation to do disconnected minor grammatical exercises, such as going around the room calling the students one by one to choose the correct answer.

- 4) Provide constructive criticism and feedback.

The researcher must use their command of the English language to provide the right kind of corrective feedback at the right time.

- 5) Take use of the inherent connection between speaking and listening.

Many interactive tactics that entail speaking will, of course, also entail listening; do not miss out on possibilities to combine these two skills. Listening goals may naturally overlap with speaking goals, and two skills can encourage each other.

6) Give students the opportunity to initiate spoken conversation.

Part of oral communication skill is the capacity to initiate discussions, nominate topics, asks a question, control talks, and change the subject.

7) Encourage the development of speaking strategies.

The concept of strategic competence is one that few language beginners know.¹⁶

2. Cooperative Learning

a. Definition of Cooperative Learning

Cooperative learning is a technique of teaching in which small groups of students collaborate and help each other complete academic assignments in a methodical, organized and diversified manner.¹⁷

Cooperative learning is a teaching method that involves students working together in small groups. In student cooperative learning, students learn to cooperate with other members. In this model, the student has the responsibility of learning himself and helping sesame group members learn. Students learn together with a small group and they can do it alone.¹⁸

b. Advantages of Cooperative Learning

The advantages of cooperative learning can be categorized into two categories: motivational and cognitive.

¹⁶ H Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (Ed II; San Francisco: Addison Wesley Longman Inc., 2001), p.275-276.

¹⁷ Keshab Kumar Sajali, "Effectiveness of Cooperative Learning For Improving Learners' Proficiency Level of English Language in Secondary Level Education in Nepal," *Journal of NELTA*, (2018) 22(1-2), 13-25.

¹⁸ Rusman, *Model-model pembelajaran pengembangan profesionalisme guru, edisi kedua*, (Jakarta: Rajawali Pers, 2018).

1) Motivational

Students are required to work together in cooperative learning since individual goals can be met if the group succeeds. To put it another way, students must encourage one another to do whatever it takes to help the group succeed. The awards given to the top-performing groups will instill interpersonal motivation in the pupils to put forth their best efforts during cooperative work.

2) Cognitive

The effects of working together are emphasized in cognitive theories. There are two types of cognitive theories: developmental theories and cognitive elaboration theories. According to developmental theories, children's involvement on appropriate tasks might help them master critical concepts. Recalling information from memories is emphasized in cognitive elaboration theories.¹⁹

c. Characteristics of Cooperative Learning

The following are some of the characteristics of cooperative learning:

1) Team learning

Cooperative learning is learning that is facilitated by a group of people. There is nowhere for the team to go. As a result, the team must be able to motivate each kid to learn. Each team member must assist one another in achieving the learning goal.

2) Based on the management of the Cooperative

Based on the management of cooperative management as we learned in the previous chapter have three functions:

¹⁹ Slavin, R. *Cooperative learning: Theory, Research, and Practice*. (Massachusetts: Allyn and Bacon. 1995).

- a. Management functions as cooperative planning indicate that cooperative learning is implemented with planning and specified learning measures.
- b. Management functions as an organization, demonstrating that for cooperative learning to be successful, careful planning is required.
- c. Management works as control, illustrating that cooperative learning needs to be decided to successfully succeed through both test and non-test forms.

3) The will to cooperate

Cooperative learning's success is determined by its success; so, without the principle of mutual or excellent collaboration, cooperative learning would not attain its full potential.

4) Skills to cooperate

Learning activities in groups allow students to practice their abilities to work collaboratively. Students appear to need to be encouraged to be eager and able to interact and communicate with other members in order to attain the set learning objectives.²⁰ In the cooperative learning to improve speaking skill online, the WhatsApp application uses a form of the cooperative learning method “Think-Pair-Share”

3. Think Pair Share

a. Definition of Think Pair Share

The Think-Pair-Share strategy is a part of the cooperative learning strategy. Think-pair-share is a cooperative learning strategy that encourages and supports higher-order thinking. The teacher instructs students to think about a

²⁰ Rusman, *Model-model pembelajaran pengembangan profesionalisme guru, edisi kedua*, (Jakarta: Rajawali Pers, 2018), p.206-208.

specific topic and discuss their ideas with a partner. Then they must present their concept to the rest of the group. The think-pair-share model allows students to work alone as well as collaboratively.²¹ Think-Pair-Share is a cooperative discussion strategy that has three components to the process, some students think about a question or an issue, they talk with a partner about their opinions, then some students share their discussion and thinking with the class.²²

b. The Steps of Think Pair Share

There are a few steps to implementation Think-Pair-Share into action, and they are as follows:

1) Phase 1: Thinking

The teacher proposes a question or an issue related to the lesson during this phase. The students are then given time to consider the question or issue on their own.

2) Phase 2: Pairing

The teacher then instructs students to form pairs and discuss what they've been thinking about. If a question has been posed, or if a specific issue has been identified, interaction during this period can include sharing answers or ideas. Teachers usually limit pairing time to four or five minutes.

3) Phase 3: Sharing

In the final phase, the teacher asks the pairs to discuss what they have been talking about with the full class. It is beneficial to simply move around the room

²¹ Isjoni. *Cooperative Learning: Mengembangkan kemampuan belajar kelompok*. (Bandung: Alfabeta. 2011).

²² R. Ambarwati. *The Use of Think Pair Share (Tps) Technique Through Picture To Improve the Students ' Teacher Education Faculty State Institute for Islamic Studies (Iain Salatiga.2017)*.

from pair to pair and continue until roughly a fourth or a half of the pairs have had a chance to report. In this stage, the teacher might adjust the structure of sharing time which the students finished to discuss a topic in pairs, the instructor can ask students to clarify their replies more challenging.²³

c. Advantages and Disadvantages of the Think Pair Share Strategy

There are some advantages of using the Think Pair Share Strategy as follow:

- 1) The students' self-confidence improved, and all students have a way to participate in the classroom instead of there being very few volunteers.
- 2) Students take an active role in the process of thinking.
- 3) If students are given the opportunity to discuss and debate, they will retain more critical thinking after class reflects on this topic.
- 4) Many students find it safer and simpler to discuss with their classmates rather than with other than in a big group.
- 5) Students and teachers have a better grasp of the importance of paying attention and participating in class discussions.

Whereas a disadvantage of the Think Pair Share strategy includes:

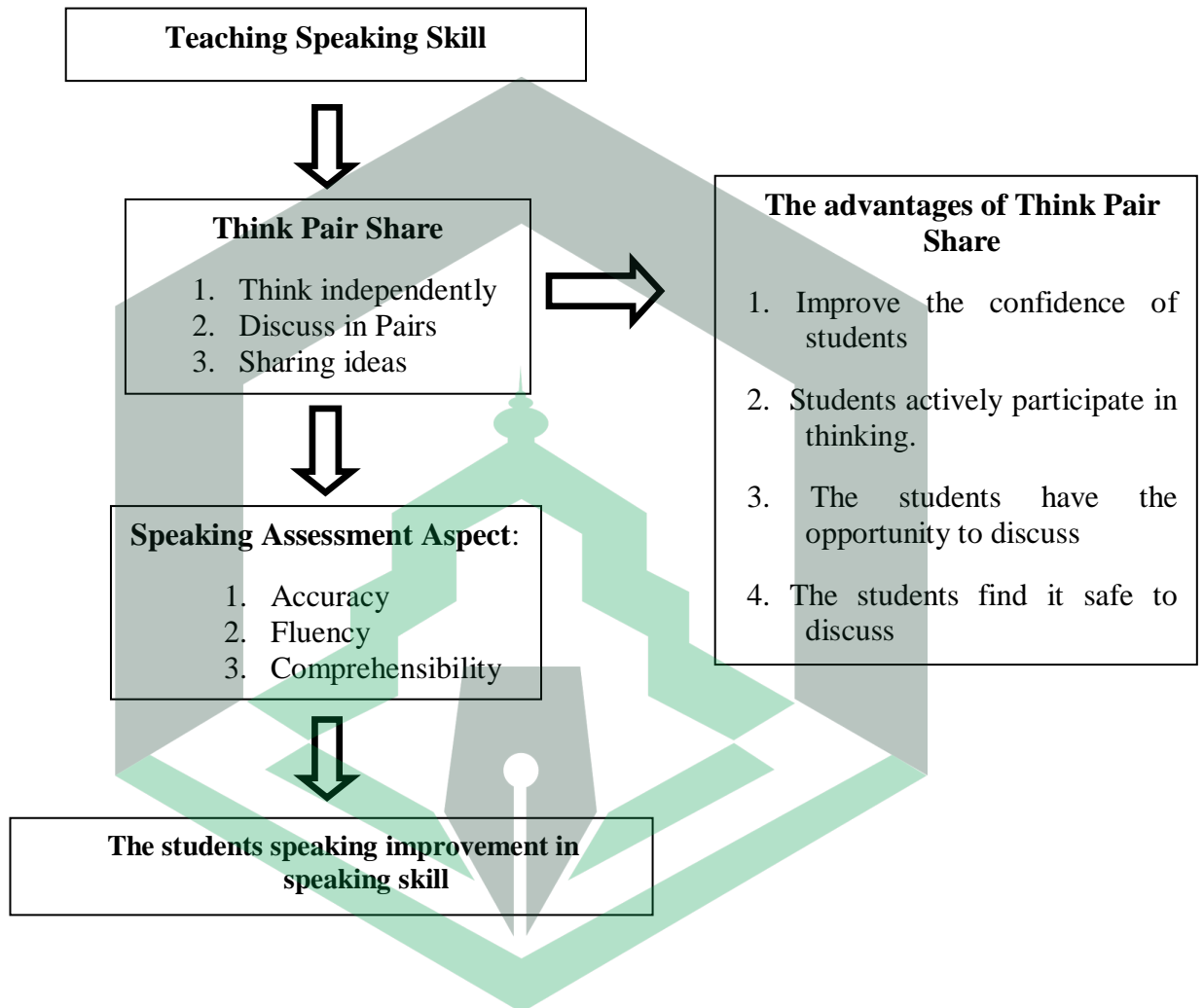
- 1) Because this is a group discussion, the classroom may be somewhat noisy.
- 2) Time-consuming. This strategy can be a time-consuming, fun classroom atmosphere if the class is large and the teacher cannot create it.
- 3) Despite the fact that each student in the group has an equal chance of participating, there is no equitable participation. Students may attempt to take

²³ Abdul Madjid. *Strategi Pembelajaran*. (PT Remaja Rosdakarya: Bandung. 2013)

control.²⁴

C. Conceptual Framework

The following diagram depicts the conceptual framework that underpins this study:



Speaking is one of the important parts of studying English. The conceptual framework shows the process of the research to develop the students' Speaking skills by implementing the cooperative learning method "Think-Pair-Share". This method has three steps, namely, thinking independently, discussing in pairs, and

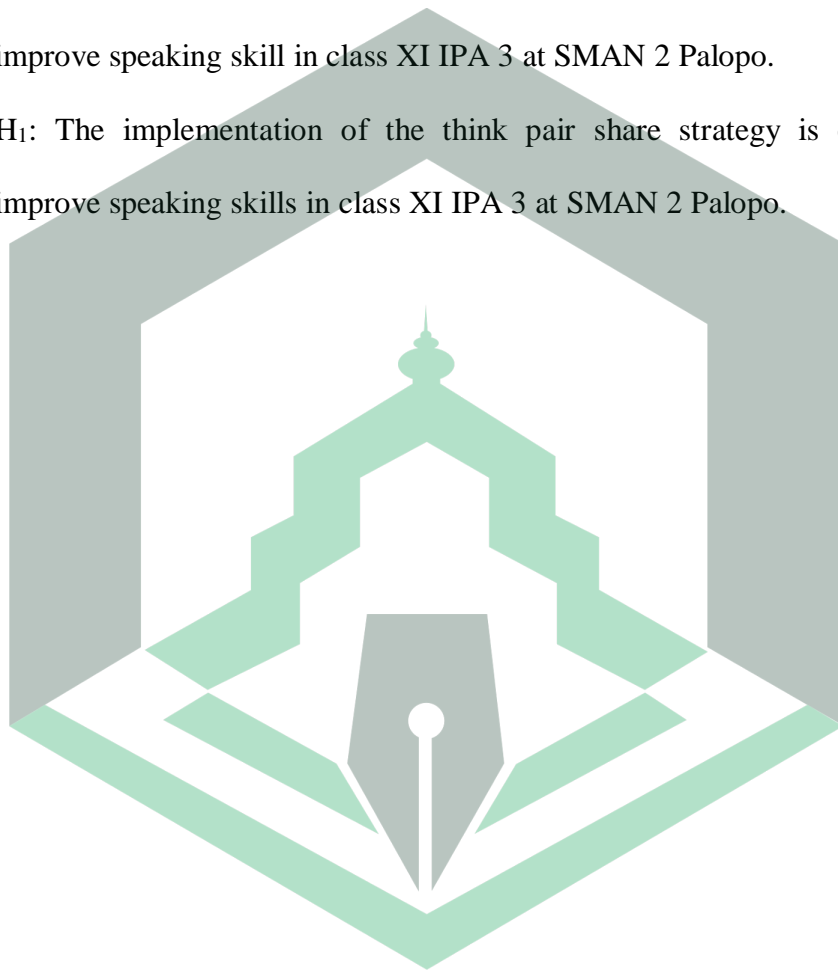
²⁴ Gaol & Rosianna, "The Effect of Jigsaw Strategy and Think-Pair- Share Strategy On Students ' Speaking ability at SMA Gajah Mada Medan," *The Journal Educational Research*, 2012. 91(1), 42-48.

sharing ideas. While the speaking assessment uses three aspects, namely accuracy, fluency, and comprehensibility to improve their speaking skill.

D. Hypothesis

The hypothesis of the research is stated statistically below:

- a. H_0 : The implementation of the think pair share strategy is not effective to improve speaking skill in class XI IPA 3 at SMAN 2 Palopo.
- b. H_1 : The implementation of the think pair share strategy is effective to improve speaking skills in class XI IPA 3 at SMAN 2 Palopo.



CHAPTER III

RESEARCH METHOD

A. Method and Design

The researcher used the experimental method. The experimental method is defined as a method with a systematic form to find the influence of one variable with another variable by giving special control and strict control in conditions.²⁵ The pre-experimental consisted of three steps; they are pre-test, treatment, and post-test. The research purpose is to find out whether the think pair share strategy is effective in teaching speaking.

The research design used the following formula:

PRE-TEST	TREATMENT	POST-TEST
01	X	02

Where pattern experiment:

O₁: Pretest

X: Treatment

O₂: Posttest²⁶

B. Place and Time of the Research

The research focused the implementation on think pair share to improve speaking skill in the eleventh grade of SMAN 2 Palopo, located in Garuda No 18 Palopo. The researcher has conducted this research in the five meetings.

²⁵ Jhon W. Creswell, *Education Research*, (Fourth Edition; Library of Congress Cataloging in Publication Data, 2012) p.321

²⁶ Sugiyono, *Metode Kombinasi Mix Method* (Bandung: Alfabeta, 2013).

Table 3.1 Time of the Research

Pre Observation	October 2020			
Proposal Seminar		October 2021		
Giving Pre-Test		October 2021		
Giving Treatment		October 2021		
Giving Post-Test		October 2021		
Result Seminar			January 2022	
UT			February 2022	

C. Variables Operational Definition of the Research

1. Students' Speaking Skill

Speaking is the ability to express oneself in the form of words. Speaking is a way to express what we feel which is then manifested in the form of spoken language processes between two or more people in everyday life. Students' speaking skill is the dependent variable of the research.

2. Think Pair Share

Think pair share strategy is type of cooperative learning where students work together in solving problems with their small groups. With this type of think pair share strategy, students are more confident, independent, and encourage high curiosity in the learning process. Think pair share strategy is the independent variable of this research.

D. Population and Sample

1. Population

The researcher selected the students of class XI at SMAN 2 Palopo. The number population was 304 students from 9 classes.

2. Sample

The researcher applied purposive sampling. The research took one class consisting of 30 students from XI IPA 3 of SMAN 2 Palopo. However, the researcher used purposive sampling because some students did not attend regularly until the last meeting, so the researcher decided to choose 15 students as the sample.

E. The Instrument of the Research

This research used a speaking test, which was in the form of a monologue text. In the pre-test, the students were asked to express their opinion about "what do you think about friendship?" while in the post-test the students were asked to express their opinion about "what do you think about Family?".

F. The Procedure of Collecting Data

The procedure of collecting data is as follow:

1. Pre-test

The researcher gives a pre-test for the students. Pre-test was carried out at the first meeting, before the treatment was applied. As follow:

- 1) The researcher gave a topic about “what do you think about friendship?”
- 2) The researcher has 5 minutes to administer the test and collect data for each student.
- 3) After students are given a topic, the students answer the topic.
- 4) The answers to these questions are delivered as a voice recording.

2. Treatment

Following the pre-test, the researcher provided treatment. The treatment was carried out for five meetings, with the following procedures:

a. The first meeting

- 1) The researcher gave a brief introduction to the students.
- 2) The researcher explained the speaking material and give examples of expressions on how to ask and give opinions.
- 3) The researcher gave the topic “what do you think about covid-19?”
- 4) The researcher directed students to think, the students were given time to think about the question or problems individually.
- 5) The researcher directed students should pair up and talk about what they have thought. The students in pairs and discuss the topic using private chat. The researcher gave time than 4-5 minutes to pair.

- 6) The researcher directed students to share; the students were allowed to share what they have talked about with the whole class by sending their opinions via voice recording.
- 7) The researcher corrected students' to improve students' speech, make mistakes accuracy, fluency, and comprehensibility.

b. The second meeting

- 1) The researcher explained the speaking material and give examples of expressions on how to ask and give opinions.
- 2) The researcher gave the topic “what do you think about Education in Indonesia”?
- 3) The researcher directed students to think, the students were given time to think about the students were given time to consider the think question or problems individually.
- 4) The researcher directed Students should pair up and talk about what they have thought. The students in pairs and discuss the topic using private chat. The researcher gave time than 4-5 minutes to pair.
- 5) The researcher directed students to share; the students were allowed to share what they have talked about with the whole class by sending their opinions via voice recording.
- 6) The researcher corrected students' to improve students' speech, make mistakes accuracy, fluency, and comprehensibility.

c. The third meeting

- 1) The researcher explained the speaking material and give examples of expressions on how to ask and give opinions.
- 2) The researcher gave the topic “what do you think about gadgets”?
- 3) The researcher directed students to think, the students were given time to think about the students were given time to consider the think question or problems individually.
- 4) The researcher directed Students should pair up and talk about what they have thought. The students in pairs and discuss the topic using private chat. The researcher gave time than 4-5 minutes to pair.
- 5) The researcher directed students to share; the students were allowed to share what they have talked about with the whole class by sending their opinions via voice recording.
- 6) The researcher corrected students’ to improve students' speech, make mistakes accuracy, fluency, and comprehensibility.

d. The fourth meeting

- 1) The researcher explained the speaking material and give examples of expressions on how to ask and give opinions.
- 2) The researcher gave the topic “what do you think about the internet”?
- 3) The researcher directed students to think, the students were given time to think about the students were given time to consider the think question or problems individually.
- 4) The researcher directed Students should pair up and talk about what they have thought. The students in pairs and discuss the topic using private chat. The

researcher gave time than 4-5 minutes to pair.

- 5) The researcher directed students to share; the students were allowed to share what they have talked about with the whole class by sending their opinions via voice recording.
- 6) The researcher corrected students' to improve students' speech, make mistakes accuracy, fluency, and comprehensibility.

e. The fifth meeting

- 1) The researcher explained the speaking material and give examples of expressions on how to ask and give opinions.
- 2) The researcher gave the topic “what do you think about learning online at home”?
- 3) The researcher directed students to think, the students were given time to think about the students were given time to consider the think question or problems individually.
- 4) The researcher directed Students should pair up and talk about what they have thought. The students in pairs and discuss the topic using private chat. The researcher gave time than 4-5 minutes to pair.
- 5) The researcher directed students to share; the students were allowed to share what they have talked about with the whole class by sending their opinions via voice recording.
- 6) The researcher corrected students' to improve students' speech, make mistakes accuracy, fluency, and comprehensibility.

3. Post-test

After carrying out the fifth meetings treatment, the researcher gave the students a post-test. As follow:

- 1) The researcher gave the topic to the students about “what do you think about family?”
- 2) The researcher has 5 minutes to administer the test and collect data for each student.
- 3) After students are given a topic, the students answer the topic.
- 4) The answers to these questions are delivered as a voice recording.

G. The Technique of Data Analysis

The following processes were used to examine the data gathered during the pre-test and post-test:

1. Assessing the students’ speaking

The researcher must decide on the criteria for assessing accuracy, fluency, and comprehensibility.

- a. Accuracy

Assessment criteria for students’ English accuracy

Table 3.2 Students’ Rubric Scoring

Classification	Score	Criteria
Excellent	6	The mother tongue has only a minor influence on pronunciation. There are a couple of minor grammatical and lexical mistakes.

Very good	5	The mother tongue has only a minor influence on pronunciation. There are a few small grammatical and lexical problems, but the majority of the statements are correct.
Good	4	The mother tongue has a moderate influence on pronunciation, yet there are no serious phonological problems. There are a few grammatical and lexical problems, but they merely add to the confusion.
Average	3	Only a few major phonological faults, some of which confound, are heavily influenced by the mother tongue.
Poor	2	The mother language has a significant impact on pronunciation, with inaccuracies generating communication breakdowns. There are a lot of "simple" grammatical and lexical errors.
Very poor	1	There are several "simple" grammatical and lexical problems, as well as serious pronunciation difficulties. There is no proof that any of the language skills and areas practiced in the course have been mastered.
b. Fluency		
Assessment criteria for students' English fluency		
Classification	Score	Criteria
Excellent	6	Speak clearly and with a wide range of expressions without exerting too much effort. Only one or two odd pauses when searching for words.
Very good	5	Despite the fact that it takes some effort to search at times, the overall delivery is fluid, with only a few awkward pauses.

Good	4	There aren't many unnatural pauses, despite the fact that he has to make and seek for a word. The majority of the time, the delivery is fairly smooth. Although disjointed at times, it succeeds in expressing the overall concept. A wide spectrum of expressiveness is available.
Average	3	For a long time, one must exert effort. It is common to have to look for the desired meaning. The delivery is frequently fragmented and halting. At times, I'm on the verge of giving up. Expression has a limited range.
Poor	2	He takes long pauses as he hunts for the right meaning. Delivery is frequently fragmented and halting.
Very poor	1	There are a lot of long and unnatural pauses. The delivery is stuttering and fragmented. At times, he or she gives up on making an effort. Expression has a very narrow range.
c. Comprehensibility ²⁷		
Assessment criteria for students' English comprehensibility		
Classification	Score	Criteria
Excellent	6	The speaker's goals and general meaning are easily understood by the audience. There are very few interruptions or clarifications needed.
Very good	5	The speakers' motives and overall meaning are rather obvious. A few interruptions from the listener are required for clarity.
Good	4	The majority of what the speakers say is straightforward. His attention is always focused, yet he need many interruptions to enable him express a message or seek

²⁷ J. B. Heaton, Writing English Language Test, (New York; Longman, 1998), p. 98

classification.

Average	3	Much of what he stated is understandable to the listener. He must, however, obtain classification on a regular basis.
Poor	2	Only little chunks (typically short words and phrases) can be understood by someone listening to the speaker, and only with some effort.
Very poor	1	She doesn't grasp much of what's going on. The speaker is unable to clarify what he appears to have said, even when the listener makes a concerted attempt or interrupts.

2. Classifying the students' score

The score of the students would be classified into six levels, as follow:

The scoring classification of the students speaking skills

Table 3.3 the Classification Score for Test

No	Score	Classification
1	86-100	6 Excellence
2	71-85	5 Very good
3	56-70	4 Good
4	41-55	3 Average
5	26-40	2 Poor
6	< - 25	1 Very poor

3. Calculating the results of speaking

The percentage, mean score, standard deviation, and t-test of the students' scores on speaking tests both one pre-test and post-test calculated by using the SPSS 20 version.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of this study discuss the statistically analyzed data. This section consists of students' scores in the pre-test and post-test. Furthermore, there are statistical test results that contain the average value and standard deviation of the scores on the pre-test and post-test.

1. The students' results in the pre-test

Table 4.1 the Score of Students' Speaking Skill in the Pre-Test

No	Respondents	The Aspect of Speaking Assessment			The Score of the Test
		Accuracy	Fluency	Comprehensibility	
1	RD 01	2	2	2	6
2	RD 02	2	2	2	6
3	RD 03	2	3	2	7
4	RD 04	2	2	2	6
5	RD 05	2	3	2	7
6	RD 06	2	2	2	6
7	RD 07	2	3	3	8
8	RD 08	2	2	2	6
9	RD 09	2	2	2	6
10	RD 10	2	2	2	6
11	RD 11	2	2	3	7

12	RD 12	2	2	2	6
13	RD 13	2	2	3	7
14	RD 14	3	2	2	7
15	RD 15	2	2	2	6
		31	33	33	97
Total		Mean Score			6.46

The table above shows the speaking skill scores on the pre-test. Speaking skills include three aspects, namely accuracy, fluency, and comprehensibility using. The researcher presented and tabulated the mean score of students' speaking ability one by one, measured using SPSS 20 as shown in the tables below:

1) Accuracy

Before the treatment, the researcher learned from the materials that the student's grades were inaccurate. The Ratio Percent Score table displays the accuracy score. As shown in the table below:

Table 4.2 the Rate Percentage Score of Students' Accuracy in the Pre-Test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	1	7%
5	Poor	2	14	93%

6	Very poor	1	0	0%
Total		15	100%	

This table shows that the accuracy scores show that no student has obtained excellent, very good, good, and very poor categories (0%). The majority of the 14 students (93%) had low scores and an average of the 1 student (7%).

2) Fluency

The fluency score is indicated by a score percentage table, which can be seen from the table shown as:

Table 4.3 the Rate Percentage Score of Students' Fluency in Pre-Test

No	Classification	Rating	Pre-Test	
			frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	3	20%
5	Poor	2	12	80%
6	Very Poor	1	0	0%
Total			15	100%

The table above gives the researcher's score as a percentage. No student received an excellent, very good, good, and average category. The majority of the

12 students (80%) got the poor category. And 3 students (20%) got the average category.

3) Comprehensibility

The table rate percentage score is used to represent the comprehensibility score:

Table 4.4 The Rate Percentage Score of Students' Comprehensibility in Pre-Test

No	Classification	Rating	Pre-Test	
			frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	3	20%
5	Poor	2	12	80%
6	Very Poor	1	0	0%
Total			15	100%

The table above shows the score of comprehensibility in percentage. No student got excellent and very good, good and very poor (0%). The majority of 3 students (20%) got the average category and 12 students (80%) got the poor category.

2. The students' results in post-test

Table 4.5 the Score of Students' Speaking Skill in the Post-Test

No	Respondents	The Aspect of Speaking Assessment			The Score of the Test
		Accuracy	Fluency	Comprehensibility	
1	RD 01	3	3	3	9
2	RD 02	2	3	3	8
3	RD 03	3	3	3	9
4	RD 04	2	2	3	7
5	RD 05	2	3	3	8
6	RD 06	2	2	2	6
7	RD 07	3	3	3	9
8	RD 08	3	3	2	8
9	RD 09	3	2	3	8
10	RD 10	4	3	3	10
11	RD 11	2	3	3	8
12	RD 12	2	3	3	8
13	RD 13	3	3	3	9
14	RD 14	3	3	4	10
15	RD 15	3	2	3	8
		40	41	44	125
Total		Mean Score			8.33

In this part, the researcher presents the percentage of students' score speaking ability in the post-test. The result is shown in the tables:

1). Accuracy

The researcher was given a score based on the accuracy of the students who had been treated with the think pair share strategy. The table below demonstrates this:

Table 4.6 the Rate Percentage Score of Students' Accuracy in Post-test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	1	7%
4	Average	3	8	53%
5	Poor	2	6	40%
6	Very Poor	1	0	0%
Total			15	100%

This table shows the percentage of accuracy. No student got excellent, and very good scores (0%). The majority of the student is 1 student (7%) who got good category; there are 8 students (53%) who got average, and 6 students (40%) who got a poor category. No student (0%) got very poor score.

2). Fluency

Following the treatment, the researcher administered exams to determine the pupils' fluency. It can be seen in the following table:

Table 4.7 the Rate Percentage Score of Students' Fluency in the Post-Test

No	Classification	Rating	Pre-Test	
			frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	11	73%
5	Poor	2	4	27%
6	Very Poor	1	0	0%
Total			15	100%

The table above shows the score of fluency in percentage. There is no student in the excellent, very good, good, and very poor category (0%). Most of the students namely 11 students (73%) got an average score. Only 4 students (27%) got poor categories.

3). Comprehensibility

The students' comprehension is shown by the percentage scores in the table below:

Table 4.8 Rate Percentage Score of Students' Comprehensibility in Post-Test

No	Classification	Rating	Pre-Test	
			frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%

3	Good	4	1	7%
4	Average	3	12	80%
5	Poor	2	2	13%
6	Very Poor	1	0	0%
Total			15	100%

The table shows that there is no student got excellent, very good, and very poor categories (0%). There is 1 student (7%) who has good categories, 12 students (80%) got average categories, and 2 students (13%) got poor categories.

3. The comparison between the results in pre-test and post-test

The mean score and standard deviation of the pre-test and post-test were reported in this study, and the two were compared. The outcome is shown in a table of descriptive statistics:

Table 4.9 the Mean Score and Standard Deviation of Pre-Test and Post-Test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	6.46	15	.640	.165
	Posttest	8.33	15	1.125	.291

The table above shows the paired sample statistics of pre-test and post-test. This shows that the value standard deviation of the pre-test is (0.640) and the post-test is (1.125).

The standard error deviation in the pre-test is (0.165) and in the post-test is 0.291. The table above also shows that the mean score of the pre-test is (6.46) and

the mean score of the post-test is (8.33). The conclusion is that the student's score improved from (6.46) to (8.33).

Table 4.10 The paired Samples Correlation of Pre-Test and Post-Test

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	15	.370	.174

The table shows the correlation between the pre-test and post-test results. The correlation between the student's ability before and after treatment is 0.370. There is a significant relationship between the student's ability before and after treatment to teaching to speak in the think pair share strategy.

Table 4.11 The Paired Sample Test of Pre-Test and Post-Test

	Paired Differences		Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
	Mean	Std. Deviation		Lower	Upper			
Pair 1 - Pretest - Posttest	2.000	1.069	.276	2.592	1.408	7.246	14	.000

From the paired sample test of the table, the researcher obtains data with t_0 (count) = 7.246 and df (degrees of freedom) = 14. Meanwhile, the significance

value = 0.000 ($p < 0.05$). Therefore, the H_0 hypothesis is rejected, and the H_1 hypothesis is automatically accepted. It concluded that there is a significant difference in speaking students' before and after implementing the think pair share strategy. So that, the researcher believed that implementing the think pair share strategy was effectively in teaching students' speaking skill at XI IPA 3 at SMAN 2 Palopo.

B. Discussion

In this research, the students of class XI IPA 3 SMAN 2 Palopo who still had Basic English were given a speaking test. Some students felt afraid and embarrassed to speak. They tend not to pronounce the sentences they want to convey naturally. Sometimes, the students have difficulty pronouncing some words that sound foreign to them. Some students are not confident in conveying test results so that they need to be given confidence and motivation so that they feel confident again to deliver the best. Some students still use the internet to get and translate answers. Some students express their answer ideas by reading the text, thus making it difficult for them to speak without reading the text.

There are three steps of the teaching and learning process in the pre-experimental research method. In the first step, the researcher gave a pre-test that aimed to determine the students' speaking ability before getting treatment. And the results of the pre-test showed that their students' speaking skill was low. The second step the researcher gave treatment implementing think pair share strategy

and the students enthusiastic were very good in the learning process. And, the last step is to give post-test to students. The results of students in the post-test showed an increase in students' speaking skill.

In addition, the findings of the study indicated that the think pair share strategy was successful in improving students' speaking skill. The increase could be seen from the mean score of the students on the pre-test was 6.46 (good), and the mean score of the students on the post-test was 8.33 (very good). Therefore, the H_0 hypothesis is unaccepted, and automatically H_1 hypothesis is accepted. In the post-test, students speak English fluently and confidently. That is, teaching English uses the strategy of sharing sync pairs for very interesting communication.

In the pre-test, the researcher gave the question "What do you think about friendship"? And the researcher found that of accuracy, there were no students (0%) who got excellent, very good, good, and very poor. There was only 1 student (6%) who got average and 14 students (93%) who got poor. Where in fluency and comprehensibility no students received (0%) got excellent, very good, good, and very poor. There are 3 students (20%) who got average and 12 students (80%) who got poor.

In post-test, the researcher gave the question "What do you think about family"? The post-test was carried out after giving five treatments to students to determine the increase in learning speaking skill. In accuracy, there were no students (0%) who got excellent, very good, and very poor. There is 1 student

(6%) who got good scores. There are 8 students (53%) who got average, and there are 6 students (40%) who got poor. In fluency, there were no students (0%) who got excellent, very good, good, and very poor. There are 11 students (73%) who got average and 4 students (26%) who got poor. Meanwhile, there are no students who got excellent, very good, very poor categories in comprehensibility. There is 1 student who got good scores. There are 12 students (80%) who got average, and 2 students (13%) who got poor.

The findings of the study in the learning process, the researcher used online classes. The researcher revealed that the procedure for implementing think pair share strategy to improve students' speaking skill consisted of three steps. The first step is to think, where the students are given the time to think about the question or an issue individually. The second step is pairing, where the students pair up by conducting a private chat via WhatsApp to discuss a topic. And the last step is sharing, where the students share what they discussed with their classmates by sending their voice recordings via WhatsApp Group.

Learning speaking with think pair share is a fun and effective way to practice in class. A pairing strategy can motivate students to improve their speaking skills. Through this method, students are expected to be able to provide students with information about opinions, ideas, and feelings. The researcher concludes that the think pair share strategy can improve the efficiency and enjoyment of speaking English. Most of the students are very interested in learning to speak, think of a pairing strategy.

This research result is consistent with the research results of some previous. Yunita Khusnul Aeni found that teaching using think pair share can encourage students to think independently, motivated, constructively in small group. Think pair share can be an alternative teaching that can increase students' excitement in learning speaking.²⁸

The second previous is Cut Misria et al found that using think pair share technique can help build confidence and encourage students to work well with each other. This research also succeeded in helping students solve problems so as to improve students' speaking skill.²⁹ According to Hidayah Putri et, al that think pair share is an effective students' speaking ability in monolog text. This technique is very useful and fun for eighth-grade students of MTs Khazanah Kebajikan.³⁰

The implementation of the think pair share strategy at SMAN 2 Palopo is effective and in line with previous findings from the aspect is that students become more confident and active in speaking and giving their opinions. Good cooperation and mutual support are maintained. And think pair share strategy contradicts this previous research is the most visible thing is that takes a long time, especially in the current state of implementing learning from home. In addition, it is feared that there will be no equal participation between students, and

²⁸ Yunita Khusnul Aeni. The Use of Think Pair Share Technique in Teaching Speaking. (*Professional Journal of English Education*, 2020).

²⁹ Cut Misria et al. The Impact of Using Think Pair Share Technique on the Students' Speaking Skill. (*Research in English and Education*, 1(1). 2019).

³⁰ Hidayah Putri et, "The Influence of Think-Pair-Share in Enhancing Students' Speaking ability," *Journal of Education, Teaching and Learning*, (2020).

students also sometimes experience misunderstandings because some students have small voices.

From the results of the study, the researcher found several problems in the meeting. At the first meeting, students were confused with the strategies applied because their abilities were still below the standard, and lacked the motivation to learn. Then the next meeting, most of the students already understood the strategy that the researcher gave. The students work together well with their group mates. And at the fifth meeting, students can give their opinion well in front of their friends according to a given topic.

The explanation above shows that think pair share is a good strategy to improve speaking skill. Think pair share as part of cooperative language learning has been proposed as an effective instructional strategy in promoting cognitive and linguistic development of English as a second language (ESL) or English as Foreign Language (EFL) learners. The procedure is designed to activate students through inquiry and discussion in small, heterogeneous groups, the member of which vary in terms of gender, ability, and social background. By having small, heterogeneous groups, students are expected to accept their difference to maximize their own and each other are learning.³¹

³¹ Johnson, D.W.& Johnson, R.T. *Learning Together and Alone: Cooperative and Individualistic Learning.* (Boston: Allyn and Bacon, 1991).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of data analysis in the previous chapter, the researcher concludes that the implementation of the think pair share strategy is effective in improving students' speaking skills at SMAN 2 Palopo class XI IPA 3. The mean score of the students on the pre-test was 6.46 (poor) and the mean score of the students on the post-test was 8.33 (good). In this case, there is a significant difference between students' abilities before and after being given treatment. So, the researcher assumes that H_0 is not accepted, and assumes that H_1 is accepted automatically.

B. Suggestion

The researcher can give suggestions to teachers and students as follows:

1. For the English teachers to implementation think pair share strategy, especially in the learning speaking to make the atmosphere in the learning process more enthusiastic and more interesting.
2. The English teachers to implementation think pair share can give students appropriate learning ways to relax, enjoy and understand the material easily the learning speaking.

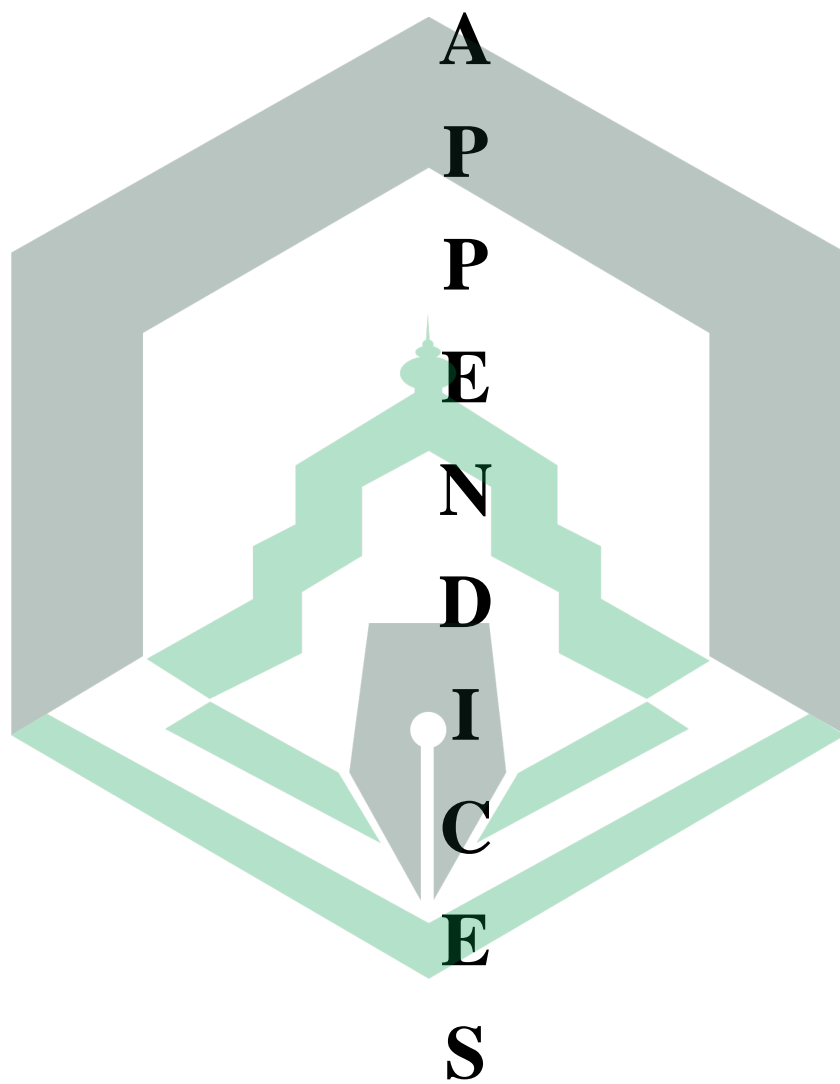
3. Think pair share is suggested for the students because can help students their confidence in students is improved and students actively participate in thinking.



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APPENDIX 1

INSTRUMENT OF THE RESEARCH

A. Pre-Test

1. Instructions:
 - a. *“Explain what do you think of your friendship”*
 - b. Express your ideas or opinions according to what they know in 3-5 minutes.
 - c. Record the explanation of their opinion and send their result to whatsApp Group.

B. Post-Test

1. Instructions:
 - a. For the last meeting, the researcher gave a speaking test to the students.
 - b. The researcher gives a topic *“explain what do you think of your family”*.
 - c. After that, they give their opinion in English and record it.

Source: Google <http://repository.iainpalopo.ac.id/id/eprint/3235/>

APPENDIX 2
TRANSCRIPTIONS

A. PRE-TEST

a. R01

Asslamualaikum warahmatullahi wabarakatuh and good morning my name is Agnes Amelia Sugiarto. What do you think about friendship. In my opinion friendship is relationship between friend a friend that has existed for a long time and has gone through the ups and downs together and remains friend even though they are any problems.

Asslamualaikum warahmatullahi wabarakatuh, mai neim iz **Aginta Krina** ni'kəʊl **Paliling**. wɒt **du:** ju: θɪŋk ə'baʊt 'fæmɪli? in mai ə'pɪnjən 'fæmɪli iz ðə məʊst pə'sɪst 'treɪzə ðə sɔ:s iz 'hæpɪnɪs ðə pleɪs weər aɪ bɪ'gɪnz fə'revər in mai **lɪv** ænd aɪ lʌv ðæt 'nevər ænd. 'fæmɪli iz nɒt dʒʌst ə'baʊt rɪ'leɪfənfɪp bʌt ə hɑ:d rɪ'leɪfənfɪp , θæŋk ju:.

b. R02

Asslamualaikum warahmatullahi wabarakatuh my name is Aginta Krina Nicole Paliling. What do you think about frenship. Friendship in my opinion is a relation between to or more friends who have exist it for a long time and have gan through ups and downs together rimed friends the speak problems except as as we are know our self a most a like family and support is other thank you.

Asslamualaikum warahmatullahi wabarakatuh mai neim iz **Aginta Krina** ni'kəʊl **Paliling**. wɒt **du:** ju: θɪŋk ə'baʊt **frenship**. 'frendʃɪp in mai ə'pɪnjən iz ə rɪ'leɪfən bɪ'twi:n tu: ə: mɔ: frendz hu: hæv ɪg'zɪst ɪt fɔ:r ə lɔŋ taɪm ænd hæv **gan** θru: æbz ænd daʊnz tə'geðə raɪmd frendz ðə spi:k 'prɒbləmz ɪk'sept æz æz wi: ɑ: nəʊ 'aʊə self ə məʊst ə laɪk 'fæmɪli ænd sə'pɔ:t iz 'ʌðə θæŋk ju:.

c. R03

Asslamualaikum warahmatullahi wabarakatuh my name is Aliya T. I think my friends is my family they are everything for me. They are my second family. They make me happy when I was sad. They always make ganging the class with me. I love my friends.

Asslamualaikum warahmatullahi wabarakatuh mai neim iz **Aliya** ti:. aɪ θɪŋk mai frendz iz mai 'fæmɪli ðeɪ ɑ:r 'evriθɪŋ fɔ: mi:. ðeɪ ɑ: mai 'sekənd 'fæmɪli. ðeɪ meɪk mi: 'hæpɪ wen aɪ wɒz sæd. ðeɪ 'ɔ:lweɪz meɪk 'gæŋɪŋ ðə klɑ:s wɪð mi:. aɪ lʌv mai frendz.

d. R04

Asslamualaikum warahmatullahi wabarakatuh nama saya Elsa Atmafia dari kelas XI IPA 3. Saya akan memberikan pendapat saya tentang what do you think about friendship. In my opinion principle is a relationship between friend or friends that has existed for a long time have gone through the ups and downs together and remain friends that spait any problem. Thank you.

Asslamualaikum warahmatullahi wabarakatuh nama saya Elsa Atmafia dari kelas eks-ar-ar-pi:-

ei 3. Saya akan memberikan pendapat saya tentang wɒt du: ju: θɪŋk ə'baʊt 'freɪndʃɪp. ɪn maɪ ə'pɪnjən 'prɪnsəpl ɪz ə rɪ'leɪfəŋʃɪp bɪ'twi:n frɛnd ə: frɛndz ðæt hæz ɪg'zɪstɪd fɔ:r ə lɒŋ taɪm hæv ɡɒn θru: ði: ʌps ænd dʌn tə'ɡeðər ænd rɪ'meɪn frɛndz ðæt spait 'eni 'prɒbləm. θæŋk ju:

e. R05

Asslamualaikum warahmatullahi wabarakatuh my name is Enjelika Santika Tonapa. How do you think about friendship? Friendship is a give from god. A give we should treasure friends are the family we cause for or selves to share them or happiness and sadness and other part of or leaves. Thank you

Asslamualaikum warahmatullahi wabarakatuh maɪ neɪm ɪz Enjelika Santika Tonapa. haʊ du: ju: θɪŋk ə'baʊt 'frɛndʃɪp? 'frɛndʃɪp ɪz ə ɡɪv frɒm ɡɒd. ə ɡɪv wi: ʃʊd 'treʒə frɛndz ɑ: ðə 'fæmɪli wi: kɔ:z fɔ:r ə: səlvz tu: ʃeə ðem ə: 'hæpɪnis ænd 'sædnɪs ænd 'ʌðə pɑ:t ɒv ə: li:vz. θæŋk ju:

f. R06

Asslamualaikum warahmatullahi wabarakatuh perkenalkan Isrel arel isa santoso senga. Dari kelas XII IPA 3. What do you think about friendship? The person is kind and annoying but he is always trying for you.

Asslamualaikum warahmatullahi wabarakatuh perkenalkan Isrel arel isa santoso senga. Dari kelas eks-ar-ar-ar-pi:-

ei 3. wɒt du: ju: θɪŋk ə'baʊt 'frɛndʃɪp? ðə 'pɜ:sn ɪz kaɪnd ænd ə'nɔɪɪŋ bʌt hi: ɪz 'ɔ:lweɪz 'traɪɪŋ fɔ: ju:

g. R07

Asslamualaikum warahmatullahi wabarakatuh my name is Mohammad Fahrul Mus from class eleventh IPA 3. What do you think about friendship? That true meaning of friendship is when you consider the other persons. When being to be as fellable.

Asslamualaikum warahmatullahi wabarakatuh maɪ neɪm ɪz Mohammad Fahrul m(j)u:z frɒm klɑ:s ɪ'levnθ ar-pi:-

ei 3. wɒt du: ju: θɪŋk ə'baʊt 'frɛndʃɪp? ðæt tru: 'mi:nɪŋ ɒv 'frɛndʃɪp ɪz wen ju: kən'sɪdə ði 'ʌðə 'pɜ:snz. wen 'bi:ɪŋ tu: bi: æz 'fɛləbl

h. R08

Asslamualaikum warahmatullahi wabarakatuh perkenalkan nama saya nining kartika saya dari kelas XI IPA 3 saya akan menyampaikan pendapat saya tentang frendship. In my opinion friendship is the best friend ha.. for me to expense story and always support whatever happens. Thank you.

Asslamualaikum warahmatullahi wabarakatuh perkenalkan nama saya 'naɪnɪŋ kartika saya dari kelas eks-ar-ar-pi:-

ei 3 saya akan menyampaikan pendapat saya tentang frendship. ɪn maɪ ə'pɪnjən 'frɛndʃɪp ɪz ðə best frɛnd hæ:..fɔ: mi: tu: ɪks'pens 'stɔ:ri ænd 'ɔ:lweɪz sə'pɔ:t wɒt'evə 'hæpənz. θæŋk ju:

i. R10

Asslamualaikum warahmatullahi wabarakatuh my name is Pausiah Savira. What do you think about friendship? Friendship is about close friends

who gener generally become like a family because they have be friends or a long time and series story of cause and other. Thank you.

Asslamualaikum warahmatullahi wabarakatuh mai neim iz **Pausiah Sa vira**. wɒt du: ju: θɪŋk ə'baʊt 'frɛndʃɪp? 'frɛndʃɪp iz ə'baʊt kləʊs frɛndz hu: 'dʒi :nə 'dʒɛnərəli bɪ'kʌm laɪk ə 'fæmɪli bɪ'kɒz ðeɪ hæv bi: frɛndz ɔ:r ə lɒŋ taɪm æn d 'sɪəri:z 'stɔ:ri ɒv kɔ:z ænd 'ʌðə. θæŋk ju:.

j. R11

Asslamualaikum warahmatullahi wabarakatuh my name is Puspa Allo. What do you think about friendship? I think friendship is taking care of your friends and is family to make them fill that you or always better site when sad and happy and that you love thank very much and we always help and support thank you.

Asslamualaikum warahmatullahi wabarakatuh mai neim iz **Puspa Allo**. wɒt du: ju: θɪŋk ə'baʊt 'frɛndʃɪp? aɪ θɪŋk 'frɛndʃɪp iz 'teɪkɪŋ keə ɒv jɔ: frɛndz ænd iz 'fæmɪli tu: meɪk ðem fɪl ðæt ju: ɔ:r 'ɔ:lweɪz 'betə saɪt wɛn sæd ænd 'h æpɪ ænd ðæt ju: lʌv θæŋk 'veri mʌʃ ænd wi: 'ɔ:lweɪz hɛlp ænd sə'pɔ:t θæŋk ju: .

k. R12

Asslamualaikum warahmatullahi wabarakatuh my name is Rezky Aulia Putri what do you think about friendship. I think friendship is someone always be there for you no meder she always help you and diven you in times difficult problems and she want make you helper firstly. Thank you.

Asslamualaikum warahmatullahi wabarakatuh mai neim iz **Rezky Aulia Putri** wɒt du: ju: θɪŋk ə'baʊt 'frɛndʃɪp. aɪ θɪŋk 'frɛndʃɪp iz 'sʌmwʌn 'ɔ:lweɪz bi: ðeə fɔ: ju: nəʊ 'medə'fɪ: 'ɔ:lweɪz hɛlp ju: ænd dɪven ju: ɪn taɪmz 'dɪfɪkəlt 'p rɒbləmz ænd fɪ: wɒnt meɪk ju: 'hɛlpə 'fɜ:stli. θæŋk ju:.

l. R13

Asslamualaikum warahmatullahi wabarakatuh nama saya Siti Aisyah. Friendship in my opinion when you consider the other person wellbeing to be as a fallible as your own if you fill this away about the person you are truly there friend a few consider that other person good is a as important as your own you will tried them the way friend are supposed to tried each other

Asslamualaikum warahmatullahi wabarakatuh nama saya Siti Aisyah. ' frɛndʃɪp ɪn maɪ ə'pɪnjən wɛn ju: kən'sɪdə ði 'ʌðə 'pɜ:sn ,wɛl'bi:ɪŋ tu: bi: æz ə 'fæləbl æz jɔ:r əʊn ɪf ju: fɪl ðɪs ə'weɪ ə'baʊt ðə 'pɜ:sn ju: a: 'tru:li ðeə frɛnd ə fj u: kən'sɪdə ðæt 'ʌðə 'pɜ:sn gʊd iz ə æz ɪm'pɔ:tənt æz jɔ:r əʊn ju: wɪl traɪd ðem ðə weɪ frɛnd a: sə'pəʊzd tu: traɪd ɪ:f 'ʌðə

m. R14

Asslamualaikum warahmatullahi wabarakatuh my name is Sri Sukmawati Ibrahim. I will give my opinion about friendship a friend is someone she is always there went we want to share stories and give attention when we need it. Friend are different not everyone can be a friend a friend will always be there for as and have a strong emotional and newborn in as , bat a friends is some one we an ly know and the are no emotional and emotional boons between as some thank you.

Asslamualaikum warahmatullahi wabarakatuh mai neim iz sri **Sukmawati Ibrahim**. ai wil giv mai ə'pɪnjən ə'baʊt 'frɛndʃɪp ə frɛnd iz 'sɑmwʌn fɪ: iz 'ɔ:lweɪz ðeə wɛnt wi: wɒnt tu: ʃeə 'stɔ:rɪz ænd gɪv ə'tɛŋʃ(ə)n wɛn wi: nɪ:d ɪt. frɛnd α: 'dɪfrɛnt nɒt 'ɛvrɪwʌn kæn bi: ə frɛnd ə frɛnd wɪl 'ɔ:lweɪz bi: ðeə fɔ:r æz ænd hæv ə strɒŋ ɪ'məʊʃənl ænd 'nju:bɔ:n ɪn æz , bæʔ ə frɛndz iz sɑm wʌn wi: ən **ly** nəʊ ænd ði α: nəʊ ɪ'məʊʃənl ænd ɪ'məʊʃənl bu:nz bɪ'twi:n æz sɑm θæŋk ju:.

n. R15

Asslamualaikum warahmatullahi wabarakatuh my name is Alan. What do you think about friendship? I think my friends is family they are everything for me. They are my second family. They make me happy when I was sad. They always make thinks red color white me. I love it my friends.

Asslamualaikum warahmatullahi wabarakatuh mai neim iz 'ælən. wɒt **du:** ju: θɪŋk ə'baʊt 'frɛndʃɪp? ai θɪŋk mai frɛndz iz 'fæmɪli ðeɪ α:r 'ɛvrɪθɪŋ fɔ: mi:. ðeɪ α: mai 'sekənd 'fæmɪli. ðeɪ meɪk mi: 'hæpi wɛn ai wɒz sæd. ðeɪ 'ɔ:lweɪz iz meɪk θɪŋks rɛd 'kʌlə waɪt mi:. ai lʌv ɪt mai frɛndz.



B. POST-TEST

a. R01

Assalamualaikum warahmatullahi wabarokatuh, and good morning my name is Agnes Amelia S . What do you think about family? Family is where we come from and place to writer to family is also about to share comfort happiness and sorrow. Family are people who will never life us when we exprest problems or difficult time. Thank you.

Assalamualaikum warahmatullahi wabarokatuh, ænd gud 'mɔ:nɪŋ maɪ neɪm ɪz 'ægnəs ə'mi:lɪə s . wɒt du: ju: θɪŋk ə'baʊt 'fæmɪli? 'fæmɪli ɪz weə wi : come from ænd pleɪs tu: 'raɪtə tu: 'fæmɪli ɪz 'ɔ:lsəʊ ə'baʊt tu: ʃeə 'kʌmfət 'hæ pɪnɪs ænd 'sɒrəʊ. 'fæmɪli ɑ: 'pi:pl hu: wɪl 'nevə laɪf əs wen wi: exprest 'prɒbləmz ɔ: 'dɪfɪkəlt taɪm. θæŋk ju:.

b. R02

Assalamualaikum warahmatullahi wabarokatuh, my name is Aginta Krina Nicole Paliling. What do you think about family? In my opinion family is the most persist treasure the source is happiness the place where I begins forever in my live and I love that never and. Family is not just about relationship but a hard relationship , thank you.

Assalamualaikum warahmatullahi wabarokatuh, maɪ neɪm ɪz Aginta Krina nɪ'kəʊl Paliling. wɒt du: ju: θɪŋk ə'baʊt 'fæmɪli? ɪn maɪ ə'pɪnjən 'fæmɪli ɪz ðə məʊst pə'sɪst 'treɪzə ðə sɔ:s ɪz 'hæpɪnɪs ðə pleɪs weə aɪ bɪ'gɪnz fə'revər ɪn maɪ lɪv ænd aɪ lʌv ðæt 'nevər ænd. 'fæmɪli ɪz nɒt dʒʌst ə'baʊt rɪ'leɪʃənʃɪp bʌt ə hɑ:d rɪ'leɪʃənʃɪp , θæŋk ju:.

c. R03

Assalamualaikum warahmatullahi wabarokatuh, my name is Aliya T. what do you think about family? In my opinion a family is a group of people woul life together, do activities together and keep touch each other. Because they are in one heart. Family is everything in this word because everything starts family. We who are now planning to be idols. And ready to live life it all consequence.

Assalamualaikum warahmatullahi wabarokatuh, maɪ neɪm ɪz Aliya ti:. wɒt du: ju: θɪŋk ə'baʊt 'fæmɪli? ɪn maɪ ə'pɪnjən ə 'fæmɪli ɪz ə gru:p ɒv 'pi:pl wɒl laɪf tə'geðə, du: æk'tɪvɪtɪz tə'geðər ænd ki:p tʌʃ i:tʃ 'lðə. bɪ'kɒz ðeɪ ɑ:r ɪn wʌn hɑ:t. 'fæmɪli ɪz 'evrɪθɪŋ ɪn ðɪs wɜ:d bɪ'kɒz 'evrɪθɪŋ stɑ:ts 'fæmɪli. wi: hu: ɑ: nəʊ 'plænɪŋ tu: bi: 'aɪdlz. ænd 'reɪdi tu: lɪv ɪt ɔ:l 'kɒnsɪk wəns.

d. R04

Assalamualaikum warahmatullahi wabarokatuh, my name is Elsa Atmafia. What do you think about family? In my opinion family is the the resear this smile . family always support me any situation. Family is love that we sometimes dificol do expres. Thank you.

Assalamualaikum warahmatullahi wabarokatuh, maɪ neɪm ɪz Elsa Atmafia. wɒt du: ju: θɪŋk ə'baʊt 'fæmɪli? ɪn maɪ ə'pɪnjən 'fæmɪli ɪz ðə ðə ,ri:'sɪə ð

is small . 'fæmili 'ɔ:lweɪz sə'pɔ:t mi: 'eni ,sɪtʃʊ'eɪʃən. 'fæmili ɪz lʌv ðæt wi: 's
ʌmtaɪmz **dificol du: expres.** θæŋk ju:.

e. R05

Assalamualaikum warahmatullahi wabarokatuh, my name is Enjelika Santi Tonapa. What do you think about family? In my opinion family is where we come from an a place to return to family is also about to share come from happiness and so row family are people will never left us win we as have problems or difficult times. Family is very important because without family we cannot love and oter. Thank you.

Assalamualaikum warahmatullahi wabarokatuh, maɪ neɪm ɪz **Enjelika Santi Tonapa.** wɒt **du:** ju: θɪŋk ə'baʊt 'fæmili? ɪn maɪ ə'pɪnjən 'fæmili ɪz weə wi: kʌm frəm ən ə pleɪs tu: rɪ'tɜ:n tu: 'fæmili ɪz 'ɔ:lsəʊ **aboun** tu: ʃeə kʌm frəm 'hæpɪnɪs ænd səʊ **rəʊ** 'fæmili ɑ: 'pi:pl wɪl 'nevə left **ʌs** wɪn wi: æz hæv 'prɒ bləmz ɔ: 'dɪfɪkəlt taɪmz. 'fæmili ɪz 'veri ɪm'pɔ:tənt bɪ'kɔz wɪ'ðaʊt 'fæmili wi: 'kænɒt lʌv ænd **oter.** θæŋk ju:.

f. R06

What do you think about family? The family is small and very moment consisting of father, mother, children ai plies to from the character children and families. Is also very important because without family we cannot love each other.

wɒt **du:** ju: θɪŋk ə'baʊt 'fæmili? ðə 'fæmili **ais** smɔ:l ænd 'veri 'mɔ:m ənt kən'sɪstɪŋ ɒv 'fa:ðə, 'mʌðə, 'ʃɪldrən **ai** plaɪz tu: frəm ðə 'kærɪktə 'ʃɪldrən ænd 'fæmɪlɪz. ɪz 'ɔ:lsəʊ 'veri ɪm'pɔ:tənt bɪ'kɔz wɪ'ðaʊt 'fæmili wi: 'kænɒt lʌv i:ʃ 'ʌðə.

g. R07

I think family is everything, family is support, a place to complain, a place to a happ., a place to share a happiness and home for me.

aɪ θɪŋk 'fæmili ɪz 'evrɪθɪŋ, 'fæmili ɪz sə'pɔ:t, ə pleɪs tu: kəm'pleɪn, ə pl eɪs tu: ə **happ..**, ə pleɪs tu: ʃeə ə 'hæpɪnɪs ænd həʊm fɔ: mi:.

h. R08

Assalamualaikum warahmatullahi wabarokatuh. My name is Mohammad Fahrul Mus. What do you think about family? Family is a rela a relationship that have with other people such as parents, brother, and people around as because we love and trash them. Family is also a place to share filing like when we are happy or sad, thank you.

Assalamualaikum warahmatullahi wabarokatuh. maɪ neɪm ɪz **Mohamm ad Fahrul** m(j)u:z. wɒt **du:** ju: θɪŋk ə'baʊt 'fæmili? 'fæmili ɪz ə **rela** ə rɪ'leɪʃənʃ ɪp ðæt hæv wɪð 'ʌðə 'pi:pl sʌʃ æz 'peərənts, 'brʌðə, ænd 'pi:pl ə'raʊnd æz bɪ' kɔz wi: lʌv ænd træʃ ðem. 'fæmili ɪz 'ɔ:lsəʊ ə pleɪs tu: ʃeə 'faɪlɪŋ laɪk wen wi: ɑ: 'hæpi ɔ: sæd, θæŋk ju:.

i. R09

Assalamualaikum warahmatullahi wabarokatuh, my name is Nining kartika. What do you think about family? I think family is very important because they are who always support and encourage and are always that. Thank you.

Assalamualaikum warahmatullahi wabarokatuh, mai neim iz 'nainiŋ ka rtika. wɒt du: ju: θiŋk ə'baʊt 'fæmili? ai θiŋk 'fæmili iz 'veri im'pɔ:tənt bi'kɒz ðei a: hu: 'ɔ:lweiz sə'pɔ:t ænd in'kærɪdʒ ænd a:r 'ɔ:lweiz ðæt. θæŋk ju:.

j. R10

Assalamualaikum warahmatullahi wabarokatuh, my name is pausiah savira. What do you think about family? Family are people who always support as from and people we can trust.

Assalamualaikum warahmatullahi wabarokatuh, mai neim iz pausiah savira. wɒt du: ju: θiŋk ə'baʊt 'fæmili? 'fæmili a: 'pi:pl hu: 'ɔ:lweiz sə'pɔ:t æz frɒm ænd 'pi:pl wi: kæn trʌst.

k. R11

Assalamualaikum warahmatullahi wabarokatuh. My name is puspa allo. What do you think about family? I think family is everything in the word. They are someone is very meaningful our life's. it seem that's there is one who love and care more for you than family. He will always by or self.

Assalamualaikum warahmatullahi wabarokatuh, mai neim iz puspa allo. wɒt du: ju: θiŋk ə'baʊt 'fæmili? ai θiŋk 'fæmili iz 'evriθiŋ in ðə wɜ:d. ðei a: 'sʌmwʌn iz 'veri 'mi:nɪŋfʊl 'aʊə laɪfs. ɪt si:m ðæts ðeər iz wʌn hu: lʌv ænd k eə mɔ: fɔ: ju: ðæn 'fæmili. hi: wɪl 'ɔ:lweiz baɪ ɔ: self.

l. R12

Assalamualaikum warahmatullahi wabarokatuh, my name is Rezky Aulia Putri. What do you think about family? I think family is the most persist treasure. These are who are there even though we can't to disappointed time. Those who are law yet to her and support our dreams a place to complaint about fellings and a very safe place to clampdown. Thank you.

Assalamualaikum warahmatullahi wabarokatuh, mai neim iz Rezky Aulia Putri. wɒt du: ju: θiŋk ə'baʊt 'fæmili? ai θiŋk 'fæmili iz ðə mʌst pə'sɪst 't reʒə. ði:z a: hu: a: ðeər 'i:vən ðəʊ wi: kɑ:nt tu: 'dɪsə'pɔɪntɪd taɪm. ðəʊz hu: a: lɔ: jət tu: hɜ:r ænd sə'pɔ:t 'aʊə dri:mz ə pleɪs tu: kəm'pleɪnt ə'baʊt 'felɪŋz ænd ə'veri seɪf pleɪs tu: clampdown. θæŋk ju:.

m. R13

In my opinion family is everything because family is persen who as sad as we are love as sincerely to always support advice and teach in fires wise even though in every family they are small fight but will still with sinker between family members. Thank you.

ɪn maɪ ə'pɪnɪən 'fæmili iz 'evriθiŋ bi'kɒz 'fæmili iz persen hu: æz sæd æz wi: a: lʌv æz sɪncreəli tu: 'ɔ:lweiz sə'pɔ:t əd'vaɪs ænd ti:tʃ ɪn 'faɪəz waɪz 'i:

vən ðəʊ ɪn 'evri 'fæmɪli ðeɪ ɑ: smə:l faɪt bʌt wɪl stɪl wɪð 'sɪŋkə brɪ'twi:n 'fæmɪl
i 'membəz. θæŋk ju:.

n. R14

Assalamualaikum warahmatullahi wabarokatuh, my name is Sri Sukmawati Ibrahim. My opinion about family is everything to me I can be who I am today , i can't grow, I can't enjoy my life right now because of my family. Like a plan sip that cannot grow if they risk no soil, water, sun and I am nothing without my family thank you.

Assalamualaikum warahmatullahi wabarokatuh, maɪ neɪm ɪz sri 'Sukma
wati Ibrahim. maɪ ə'pɪnjən ə'baʊt 'fæmɪli ɪz 'evrɪθɪŋ tu: mi: aɪ kæn bi: hu: aɪ æ
m tə'deɪ , aɪ kɑ:nt grəʊ, aɪ kɑ:nt ɪn'dʒɔɪ maɪ laɪf raɪt naʊ brɪ'kɒz ɒv maɪ 'fæmɪli
. laɪk ə plæn sɪp ðæt 'kænɒt grəʊ ɪf ðeɪ rɪsk nəʊ səɪl, 'wɔ:tə, sʌn ænd aɪ æm 'n
ʌθɪŋ wɪ'ðaʊt maɪ 'fæmɪli θæŋk ju:.

o. R15

My opinion is Alan. My opinion of my family. My family is the most important thing to me. They are the ones who make my life complete and meaning full. Well I am very happy heaving with them.

maɪ ə'pɪnjən ɪz 'ælən. maɪ ə'pɪnjən ɒv maɪ 'fæmɪli. maɪ 'fæmɪli ɪz ðə məʊs
t ɪm'pɔ:tənt θɪŋ tu: mi:. ðeɪ ɑ: ðə wʌnz hu: meɪk maɪ laɪf kəm'pli:t ænd 'mi:nɪŋ
fʊl. wel aɪ æm 'veri 'hæpi 'hi:vɪŋ wɪð ðem.

APPENDIX 3

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) I

Nama Sekolah	: SMAN 2 Palopo
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: XI/ Ganjil
Alokasi waktu	: 2x45 menit
Standar Kompetensi	: Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan lanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari.
Kompetensi Dasar	: Mengungkapkan makna dalam percakapan transaksional (<i>to get think done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan rangka bahasa lisan secara akurat, lancar dan berirama dalam kehidupan konteks sehari-hari dalam melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas.

A. TUJUAN PEMBELAJARAN

Pada akhir pertemuan siswa dapat:

Pertemuan 1-5

- Meningkatkan kemampuan berbicara melalui strategi Think Pair Share

B. Materi Pembelajaran:

Giving Opinion

- In my opinion.....
- I think...
- I'm convinced that...
- According to the expert, I...
- I believe that...
- I feel that...
- I consider that...

Asking for opinion

- What is your opinion about...?
- What do you think about it....?
- What about...?
- How about...?
- How do you feel about that?

- Do you have any thoughts on that?
- Do you have any idea?
- How do you think?
- Do you think is it good?

Refusing Opinion

- I don't think I care for it
- In my opinion, I would rather...
- I think you're wrong
- I simply can't agree with this
- I have a different opinion about it
- Well, I don't think so...
- In my opinion, I consider...
- I'm afraid it doesn't ring a bell

Accepting opinion

- I (totally) agree with you / that.
- I couldn't agree more.
- I'd go along with that.
- I feel the same.
- You're absolutely right.
- Absolutely / Definitely / Exactly.
- No doubt about it.
- That's a good point. / I see your point.
- I see where you're coming from

C. METODE PEMBELAJARAN

2. Strategi: Think Pair Share
3. Metode: Cooperative Learning

D. LANGKAH-LANGKAH PEMBELAJARAN

PERTEMUAN ke-1

LANGKAH-LANGKAH PEMBELAJARAN:

1. Kegiatan awal (15 menit)

- Melakukan pembukaan dengan salam
- Guru membuka pembelajaran dengan berdoa terlebih dahulu
- Pengajar memperkenalkan diri kepada siswa
- Guru memeriksa kehadiran siswa
- Memberitahukan tentang tujuan dan materi pembelajaran pada pertemuan yang sedang berlangsung

2. Kegiatan inti (60 menit)

- Guru menjelaskan materi berbicara dan memberikan contoh ungkapan cara meminta dan memberikan pendapat.
- Guru memberikan topic tentang “what do you think about Covid-19?”
- Guru mengarahkan siswa untuk berfikir, siswa diberikan waktu untuk memikirkan topik atau masalah secara individu.
- Guru mengarahkan siswa untuk berpasangan dan mendiskusikan apa yang mereka pikirkan tentang topik melalui obrolan pribadi. Guru memberikan waktu dari 4-5 menit untuk berpasangan.
- Guru mengarahkan siswa untuk berbagi, siswa diberikan kesempatan untuk berbagi apa yang telah mereka diskusikan dengan seluruh kelas. Dengan mengirimkan pendapat mereka melalui rekaman suara.

3. Kegiatan Akhir (15 menit)

- Guru mengoreksi kesalahan siswa untuk meningkatkan ketepatan, kelancaran, dan pemahaman siswa dalam berbicara.
- Guru menyimpulkan kegiatan yang telah dilakukan
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Mengakhiri kegiatan pembelajaran dengan doa bersama.

PERTEMUAN KE-2

1. Kegiatan awal (15 menit)

- Guru memberikan salam
- Guru membuka pembelajaran dengan berdoa terlebih dahulu
- Guru memeriksa kehadiran siswa
- Guru meriview pelajaran sebelumnya

2. Kegiatan inti (60 menit)

- Guru menjelaskan materi berbicara dan memberikan contoh ungkapan cara meminta dan memberikan pendapat.
- Guru memberikan topic tentang “what do you think about the Education in Indonesia?”
- Guru mengarahkan siswa untuk berfikir, siswa diberikan waktu untuk memikirkan topik atau masalah secara individu.
- Guru mengarahkan siswa untuk berpasangan dan mendiskusikan apa yang mereka pikirkan tentang topik melalui obrolan pribadi. Guru memberikan waktu dari 4-5 menit untuk berpasangan.
- Guru mengarahkan siswa untuk berbagi, siswa diberikan kesempatan untuk berbagi apa yang telah mereka diskusikan dengan seluruh kelas. Dengan mengirimkan pendapat mereka melalui rekaman suara.

3. Kegiatan Akhir (15 menit)

- Guru mengoreksi kesalahan siswa untuk meningkatkan ketepatan, kelancaran, dan pemahaman siswa dalam berbicara.
- Guru menyimpulkan kegiatan yang telah dilakukan
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Mengakhiri kegiatan pembelajaran dengan doa bersama.

PERTEMUAN KE-3

1. Kegiatan awal (15 menit)

- Guru membuka salam
- Guru membuka pembelajaran dengan berdoa terlebih dahulu
- Guru mengecek kehadiran siswa
- Guru membuka pembelajaran dengan menyapa siswa dan menanyakan kabar
- Guru meriview pelajaran sebelumnya

2. Kegiatan inti (60 menit)

- Guru menjelaskan materi berbicara dan memberikan contoh ungkapan cara meminta dan memberikan pendapat.
- Guru memberikan topic tentang “what do you think about the Gadget?”
- Guru mengarahkan siswa untuk berfikir, siswa diberikan waktu untuk memikirkan topik atau masalah secara individu.
- Guru mengarahkan siswa untuk berpasangan dan mendiskusikan apa yang mereka pikirkan tentang topik melalui obrolan pribadi. Guru memberikan waktu dari 4-5 menit untuk berpasangan.
- Guru mengarahkan siswa untuk berbagi, siswa diberikan kesempatan untuk berbagi apa yang telah mereka diskusikan dengan seluruh kelas. Dengan mengirimkan pendapat mereka melalui rekaman suara.

3. Kegiatan Akhir (15 menit)

- Guru mengoreksi kesalahan siswa untuk meningkatkan ketepatan, kelancaran, dan pemahaman siswa dalam berbicara.
- Guru menyimpulkan kegiatan yang telah dilakukan
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Mengakhiri kegiatan pembelajaran dengan doa bersama.

PERTEMUAN KE-4

1. Kegiatan awal (15 menit)

- Guru membuka salam
- Guru membuka pembelajaran dengan berdoa terlebih dahulu

- Guru mengecek kehadiran siswa
- Guru membuka pembelajaran dengan menyapa siswa dan menanyakan kabar
- Guru meriview pelajaran sebelumnya

2. Kegiatan inti (60 menit)

- Guru menjelaskan materi berbicara dan memberikan contoh ungkapan cara meminta dan memberikan pendapat.
- Guru memberikan topic tentang “what do you think about the Internet?”
- Guru mengarahkan siswa untuk berfikir, siswa diberikan waktu untuk memikirkan topik atau masalah secara individu.
- Guru mengarahkan siswa untuk berpasangan dan mendiskusikan apa yang mereka pikirkan tentang topik melalui obrolan pribadi. Guru memberikan waktu dari 4-5 menit untuk berpasangan.
- Guru mengarahkan siswa untuk berbagi, siswa diberikan kesempatan untuk berbagi apa yang telah mereka diskusikan dengan seluruh kelas. Dengan mengirimkan pendapat mereka melalui rekaman suara.

3. Kegiatan Akhir (15 menit)

- Guru mengoreksi kesalahan siswa untuk meningkatkan ketepatan, kelancaran, dan pemahaman siswa dalam berbicara.
- Guru menyimpulkan kegiatan yang telah dilakukan
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya
- Mengakhiri kegiatan pembelajaran dengan doa bersama.

PERTEMUAN KE-5

a. Kegiatan awal (15 menit)

- Guru membuka salam
- Guru membuka pembelajaran dengan berdoa terlebih dahulu
- Guru mengecek kehadiran siswa
- Guru membuka pembelajaran dengan menyapa siswa dan menanyakan kabar
- Guru meriview pelajaran sebelumnya

4. Kegiatan inti (60 menit)

- Guru menjelaskan materi berbicara dan memberikan contoh ungkapan cara meminta dan memberikan pendapat.
- Guru memberikan topic tentang “what do you think about learning Online at Home?”
- Guru mengarahkan siswa untuk berfikir, siswa diberikan waktu untuk memikirkan topik atau masalah secara individu.

- Guru mengarahkan siswa untuk berpasangan dan mendiskusikan apa yang mereka pikirkan tentang topik melalui obrolan pribadi. Guru memberikan waktu dari 4-5 menit untuk berpasangan.
- Guru mengarahkan siswa untuk berbagi, siswa diberikan kesempatan untuk berbagi apa yang telah mereka diskusikan dengan seluruh kelas. Dengan mengirimkan pendapat mereka melalui rekaman suara.

3. Kegiatan Akhir (15 menit)

- Guru mengoreksi kesalahan siswa untuk meningkatkan ketepatan, kelancaran, dan pemahaman siswa dalam berbicara.
- Guru menyimpulkan kegiatan yang telah dilakukan
- Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Mengakhiri kegiatan pembelajaran dengan doa bersama.

PENILAIAN HASIL PEMBELAJARAN:

1. Penilaian pengetahuan : Speaking

2. Rubrik penilaian speaking

Klasifikasi

a. Ketepatan

Criteria penilaian ketepatan berbahasa Inggris siswa

Classification	Score	Criteria
Excellent	6	Pronunciation is very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is very slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only confusing.
Average	3	Pronunciation is seriously influenced by the mother tongue only a few serious phonological errors, some of which confuse.
Poor	2	Pronunciation is seriously influenced by the mother tongue with errors causing a breakdown in communication. Many "basic"

grammatical and lexical errors.

Very poor	1	Serious pronunciation errors as well as many “basic” grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.
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b. Kelancaran

Kriteria penilaian pada kelancaran bahasa Inggris siswa

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very good	5	Has to make an effort at times to search nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make and search for a word, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	3	Has to make an effort for much of time. Often has to search for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery.
Very poor	1	Full long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

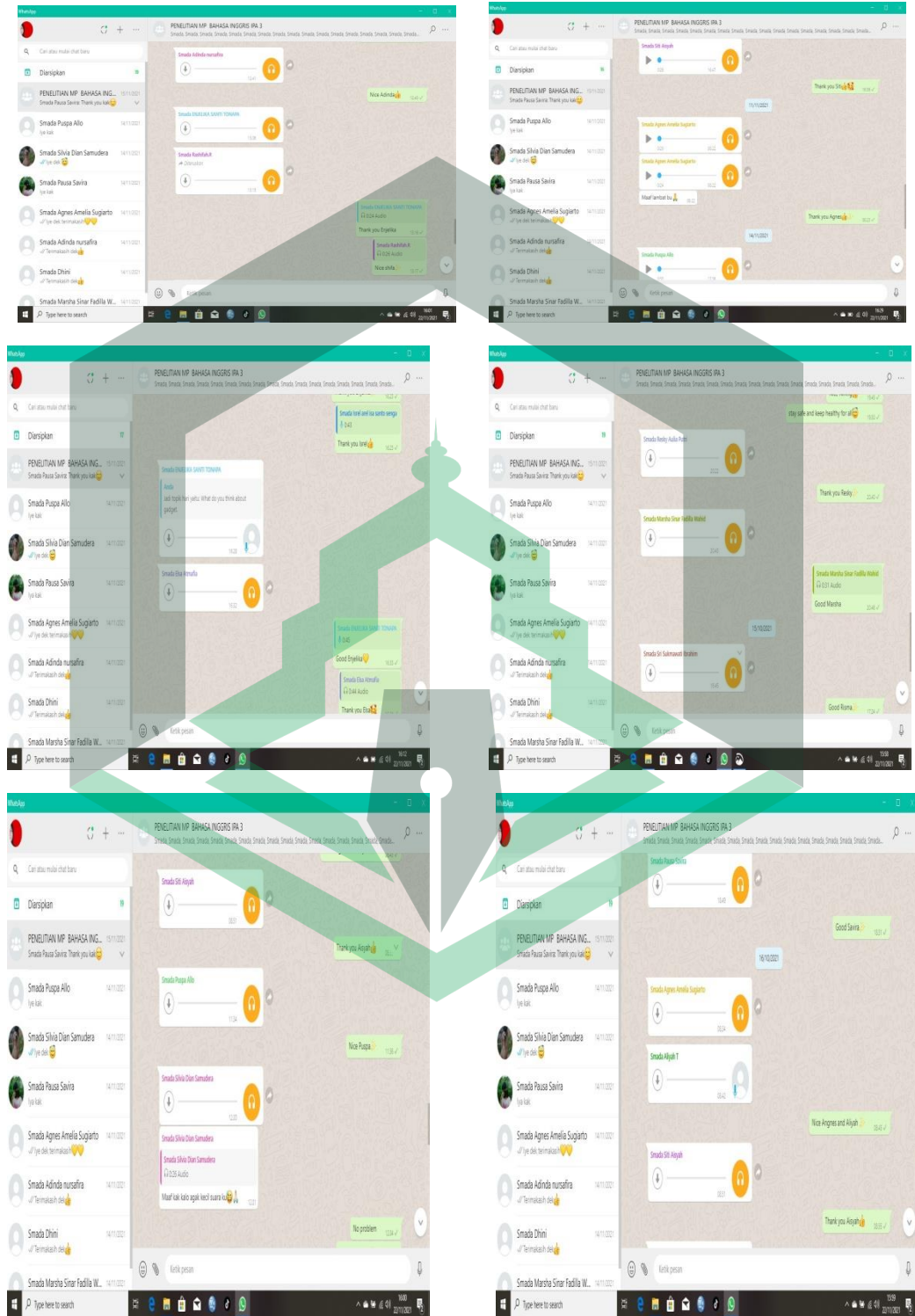
c. Pemahaman

Kriteria penilaian pada pemahaman bahasa Inggris siswa

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand and speaker's intentions and general meaning. Very few interruptions or clarification are required.
Very good	5	The speakers' intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
Good	4	Most of what the speakers say is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey a message or to seek classification.
Average	3	The listener can understand a lot of what he said. But he must constantly seek classification.
Poor	2	Only small bits (usually short sentences and phases) can be understood and then with considerable effort by someone who is listening to the speaker.
Very poor	1	Hardly anything of what is she can understand. Even when the listener a great effort or interrupts, the speaker is unable to clarify what he seems to have said.

APPENDIX 4 DOCUMENTATIONS

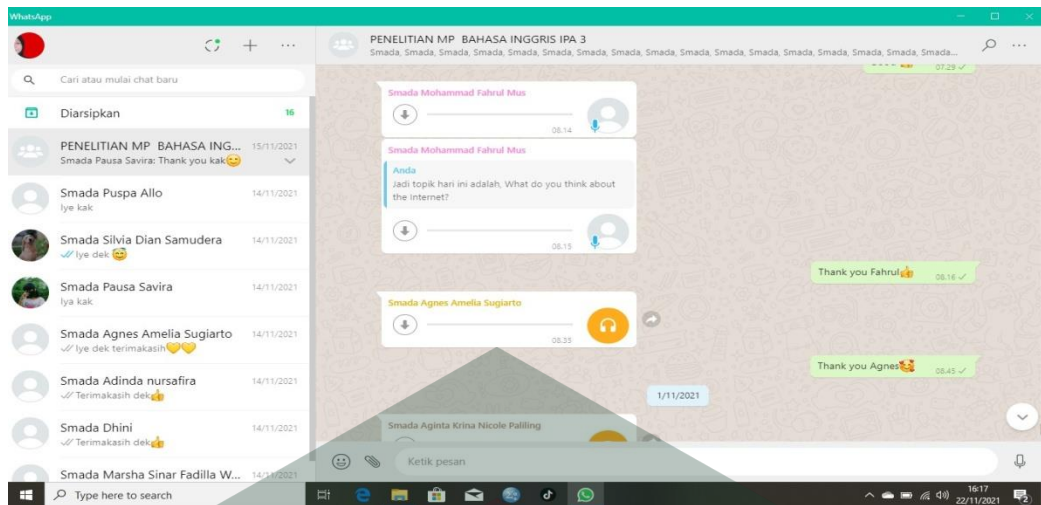
A. Pre-Test



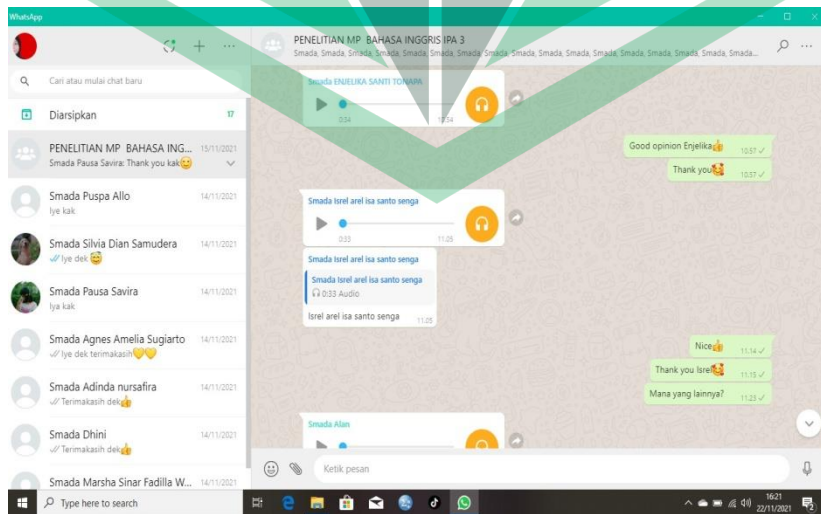
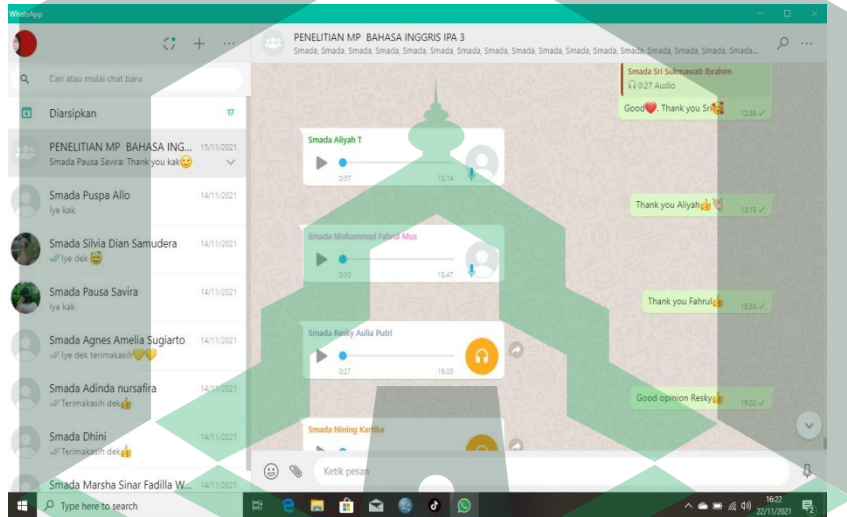
B. Treatment

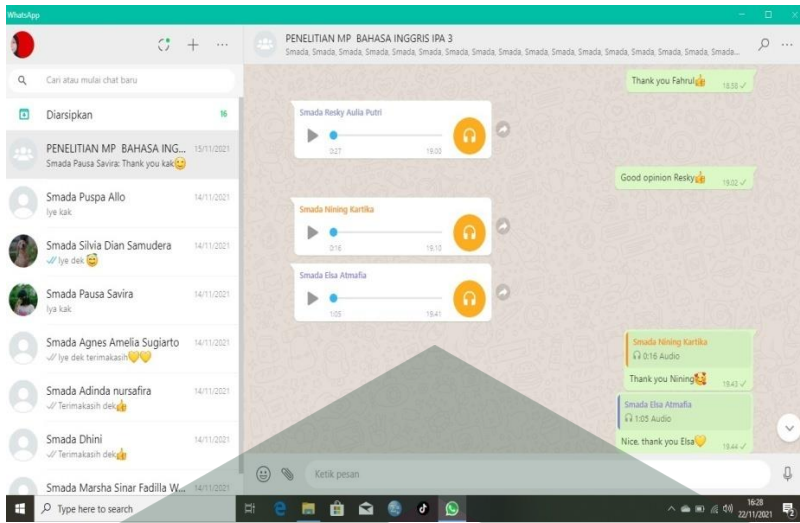
Siswa melakukan langkah share dengan mengirimkan pendapat mereka melalui rekaman suara.





C. Post-Test





APPENDIX 5

LEMBAR VALIDASI PAKAR

TENTANG KEVALIDATAN DAN KEPRAKTISAN BAHAN AJAR

BERUPA RPP

Petunjuk: Berikan tanda (√) pada kolom dibawah ini sesuai dengan butir-butir pernyataan. Lembar valiasi ini bertujuan untuk mengetahui validasi RPP penelitian.

NO	ASPEK	KOMPENEN/INDIKATOR	SKOR			
			1	2	3	4
1	Isi (Content)	A. Meliputi satuan pendidikan, kelas, semester, program, mata pelajaran dan alokasi waktu.				√
		B. Kompetensi isi sesuai dengan yang telah diterapkan				√
		C. Kompetensi dasar sesuai dengan standar kompetensi.				√
		D. Indikator sesuai dengan kompetensi dasar.			√	
		E. Tujuan pembelajaran sesuai dengan indicator pembelajaran			√	
		F. Materi pembelajaran yang disampaikan relevan.			√	
		G. Menggunakan metode pendekatan yang sesuai.			√	
		H. Menggunakan alat dan bahan, media berupa sumber belajar yang sesuai.			√	

		I. kegiatan pembelajaran terdiri atas pendahuluan, kegiatan inti 5 M (mengamati, menanya, mengumpulkan data, mengsosialisasi dan mengkomunikasikan) dan menutup.			√	
		J. Kegiatan inti sama dengan penerapan pembelajaran kontekstual.			√	
		K. Menggunakan penilaian yang sesuai yaitu aktivitas siswa, beserta ranah, sikap dan keterampilan.			√	
2.	Struktur dan Navigasi	A. Identifikasi RPP jelas			√	
		B. Komponen RPP sesuai dengan K13			√	
		C. Setiap kompetensi di uraikan dengan jelas			√	
		D. Setiap komponen terurut dan terstruktur				√
		E. Langkah-langkah pembelajaran diurutkan secara sistematis.				√
		F. Uraian kegiatan setiap pertemuan jelas.			√	
		G. Format penulisan sesuai dengan kaidah.				√
		A. Bahasa yang digunakan sesuai dengan EYD.				√

3.	Teks bahasa	B. Menggunakan bahasa sederhana dan mudah dimengerti.				√
		C. Rumusan kalimat tidak menimbulkan penafsiran ganda atau salah satu penafsiran.			√	
4.	Sumber ajar	A. Penentuan sumber belajar didasarkan pada standar kompetensi, kompetensi dasar, materi ajar, kegiatan pembelajaran dan indicator pencapaian kompetensi			√	

Keterangan:

Skor 4 : Sangat Setuju

Skor 3 : Setuju

Skor 2 : Kurang Setuju

Skor 1: Tidak Setuju

Validator



Andri Irawati R, S.Pd., M.Pd

APPENDIX 6

LEMBAR VALIDASI PAKAR

TENTANG KEVALIDATAN SOAL PRE-TEST DAN POST TEST

Petunjuk: Berilah tanda (√) pada kolom dibawah ini sesuai dengan pertanyaan.

Lembar validasi ini bertujuan untuk mengetahui validasi soal pre-test dan post-test penelitian.

NO	ASPEK	INDIKATOR	SKOR		
1.	Validasi isi	A. Sesuai dengan kompetensi dasar.		√	
		B. Sesuai dengan indicator pembelajaran.		√	
		C. Sesuai dengan kurikulum K13.		√	
		D. Sesuai dengan sumber belajar.		√	
		E. Kebenaran konsep dari materi telah sesuai.		√	
		F. Sesuai dengan alokasi waktu		√	
		G. Materi yang diajukan relevan.		√	
		H. Memuat jenjang kognitif.		√	
		I. Tingkat kesukaan bervariasi.		√	
2.	Validasi	A. Kebahasaan susunan kalimat.		√	
		B. Font huruf berukuran normal.		√	

	Muka	D. Kalimat tidak menimbulkan penafsiran lain.			√	
		E. Kalimat soal mudah dipahami.			√	
		F. Menggunakan jenis huruf yang normal.			√	
		G. Kejelasan petunjuk cara mengerjakan atau menjawab soal.			√	
3.	Validasi Konstruksi	A. Kalimat yang digunakan tidak menyinggung hati seseorang.			√	
		B. Sesuai dengan perkembangan siswa.			√	
		C. Sesuai dengan situasi nyata.			√	
		D. Mencakup berbagai macam materi yang luas dan bersifat komprehensif.			√	
		E. Ada keterkaitan antar konsep.			√	
		F. Memberikan penguatan.			√	
		G. Memiliki lebih dari satu cara penyelesaian.			√	
		H. Melibatkan logika dan penalaran.			√	

Keterangan:

Skor 4 : Sangat Setuju

Skor 3 : Setuju

Skor 2 : Kurang Setuju

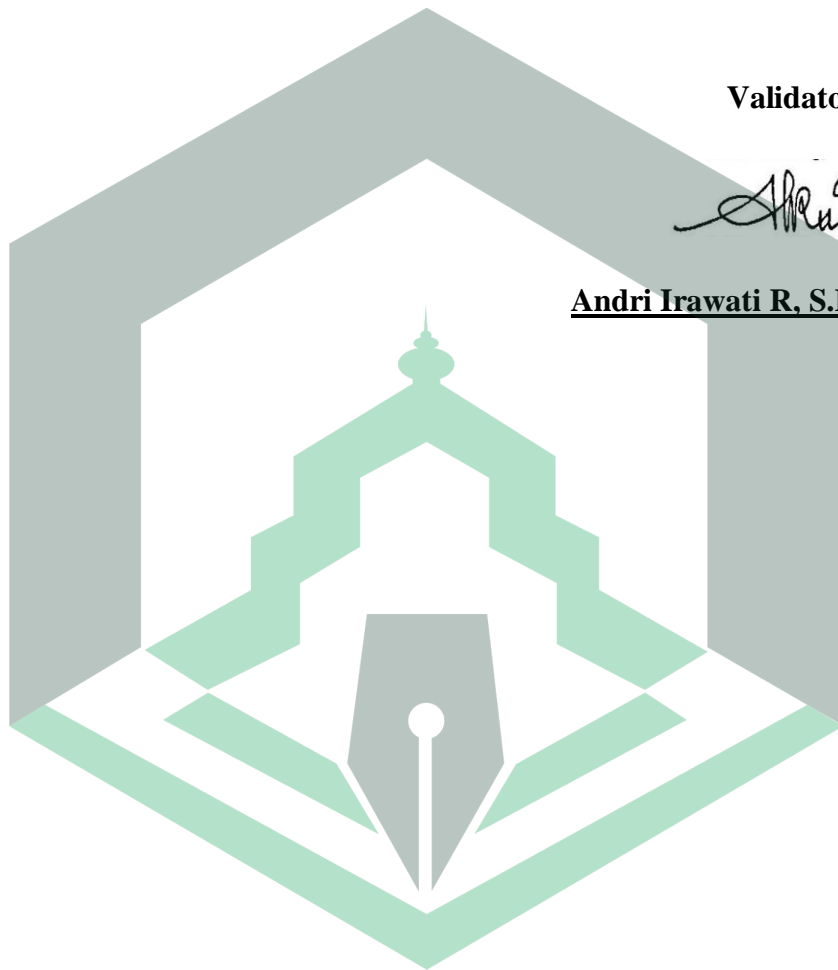
Skor 1: Tidak Setuju

Saran

Validator



Andri Irawati R, S.Pd., M.Pd





PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpun : (0471) 326048



IZIN PENELITIAN
NOMOR : 707/IP/DPMPSTP/IX/2021

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : IKA LATIFAH
Jenis Kelamin : Perempuan
Alamat : Dsn. Rejosari Kab. Luwu Utara
Pekerjaan : Mahasiswa
NIM : 17 0202 0027

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE EFFECTIVENESS OF THINK PAIR SHARE STRATEGY TO IMPROVE STUDENTS' SPEAKING SKILL AT SMAN 2 PALOPO

Lokasi Penelitian : SMA NEGERI 2 PALOPO
Lamanya Penelitian : 27 September 2021 s.d. 27 Desember 2021

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo**.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 27 September 2021
plh. Kepala Dinas Penanaman Modal dan PTSP

MUH. IHSAN ASHARUDDIN, S.STP, M.Si
Pangkat : Pembina Tk.I
NIP : 19780611 199612 1 001

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo;
3. Kadis SWK;
4. Kapotres Palopo;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo;
6. Kepala Badan Kesbang Kota Palopo;
7. Instansi terkait tempat dilaksanakan penelitian



PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH XI
UPT SMA NEGERI 2 PALOPO

Alamat : Jl. Garuda No. 18 Telp. (0471) 22244 Fax. 3311800 Kota Palopo Kode Pos 91914



KETERANGAN PENELITIAN

Nomor : 421.3/ 188 – UPT SMA.2/PLP/DISDIK

Yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 2 Palopo, Provinsi Sulawesi Selatan menerangkan bahwa :

Nama : IKA LATIFAH
NIM : 17 0202 0027
Tempat/Tgl.Lahir : Mulyorejo, 13 Maret 1999
Jenis Kelamin : Perempuan
Program Studi : Pendidikan Bahasa Inggris
Alamat : Dsn. Rejosari Kab. Luwu Utara

Benar telah melaksanakan penelitian di UPT SMA Negeri 2 Palopo, dalam rangka penyusunan Skripsi dengan judul ***“THE EFFECTIVENESS OF THINK PAIR SHARE STRATEGY TO IMPROVE STUDENTS SPEAKING SKILL AT SMAN 2 PALOPO”***.

Demikian Keterangan ini diberikan kepada yang bersangkutan untuk digunakan seperlunya.

Palopo, 20 November 2021



Hj. KAMEAH, S.Pd., M.Pd.
NIP.19800912 199203 2 014



INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Jl. Agatis, Balandi, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

SURAT KETERANGAN

No.964/In.19/FTIK/PBI/PP.00.9/02/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Ika Latifah
NIM : 17 0202 0027
Semester : X (sepuluh)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 25 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 09 Februari 2022

Mengetahui,
Ketua Prodi,

Admin Turnitin PBI,



Amalia Yahya, S.E., M.Hum.
NIP 197710132005012006

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001

CURRICULUM VITAE



IKA LATIFAH she was born on 13th March 1999 in Mulyorejo. Her father's name is Munir and her mother's name is Kuntiah. She has two sisters. She is the first child in her family. She started her study on Elementary School (SDN 178 Mulyorejo 1) in 2007 and she graduated in 2013. After that, she continued her study at SMPN 1 Baebunta , and she move in SMPN 2 Sukamaju. She graduated in 2015 and continued her study at SMAN 10 Luwu Utara, she graduated in 2017. After that in 2017 she continued her study at State Institute for Islamic Studies (IAIN) Palopo and taking English Department. She finished her study in 2022. In the end of her study at the State Institute for Islamic Studies (IAIN) Palopo, wrote a thesis entitled is "The Effectiveness of Think Pair Share Strategy to Improve Students' Speaking Skill at SMAN 2 Palopo".