

**THE EFFECTIVENESS OF THINK PAIR SHARE
STRATEGY TO IMPROVE THE STUDENT SPEAKING
SKILL AT THE ELEVENTH GRADE OF SMAN 2 LUWU**

A Thesis

*Submitted to the English Education Study Program Tarbiyah and Teacher
Training Faculty of State Islamic Institute of Palopo Fulfillment of
Requirement for S.Pd Degree of English Education*



By:

HAJRAYANA

Reg. Num. 17 0202 0059

**ENGLISH EDUCATIONAL STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE PALOPO
2022**

**THE EFFECTIVENESS OF THINK PAIR SHARE
STRATEGY TO IMPROVE THE STUDENT SPEAKING
SKILL AT THE ELEVENTH GRADE OF SMAN 2 LUWU**

A Thesis

*Submitted to the English Education Study Program Tarbiyah and Teacher
Training Faculty of State Islamic Institute of Palopo Fulfillment of
Requirement for S.Pd Degree of English Education*



IAIN PALOPO

**Composed by:
HAJRAYANA
17 0202 0059**

**Supervised By:
1. Dr. Hilal Mahmud, M.M
2. Dewi Furwana, S.Pd. I., M.Pd**

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2022

STATEMENT OF ORIGINALITY

I, who undersigned below,

Name : Hajrayana
Reg. Number : 17 0202 0059
Study Program : English Education
Faculty : Tarbiyah and Teacher Training

With awareness and consciousness state exactly that:

1. This thesis is originally my own work, not the result of plagiarism duplication of others' work that I acknowledge as my own work or thought.
2. All parts of this thesis are my own works except the citation, whose original sources has been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions for the act, and then the academic degree that I have achieved can be revoked. In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, March 16th, 2022

Regards,



Hajrayana

Reg.N 17 0202 0059

THESIS APPROVAL

This thesis, entitled "THE EFFECTIVENESS OF THINK PAIR SHARE STRATEGY TO IMPROVE THE STUDENT SPEAKING SKILL AT THE ELEVENTH GRADE OF SMAN 2 LUWU" written by Hajrayana, Reg. Number 17 0202 0059, English Educational S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Monday, May 12th 2022 M, coincided with Shawwal 11th 1443 H. It is authorized and acceptable as a partial fulfillment of requirement for S.Pd degree in English language teaching.


Palopo, May 12th 2022 M
Shawwal 11th 1443 H



COMMITTEE OF EXAMINATION

- | | | |
|-------------------------------------|---------------|---------|
| 1. Dewi Furwana, S. Pd. I., M. Pd | Chairman | (.....) |
| 2. Amalia Yahya, S.E., M.Hum | Examiner I | (.....) |
| 3. Yuyun Ruqiyat Said, S.Pd., M.Hum | Examiner II | (.....) |
| 4. Dr. Hilal Mahmud, M.M | Consultant I | (.....) |
| 5. Dewi Furwana, S. Pd. I., M. Pd | Consultant II | (.....) |

Approved by:

a.n. Rektor IAIN Palopo
The Dean of Tarbiyah and
Teacher Training Faculty


Dr. Nurdin K. M. Pd
NIP. 19681231 199903 1 014


English Educational
Program

Amalia Yahya, S. E., M. Hum
NIP. 19771013 200501 2 006

CONSULTANT APPROVAL

Thesis Entitled :The Effectiveness of Think Pair Share Strategy to
Improve the Student Speaking Skill atthe Eleventh
Grade of SMAN 2 Luwu

Written By:

Name : Hajrayana
Reg. Numb : 17 0202 0059
Faculty : Tarbiyah and Teacher Training
Study Program : English Education

Has been corrected and approved to be examined.

Palopo March 16th 2022

Approved

Consultant I

Consultant II

Dr. Hilal Mahmud, M.M
NIP. 19571005 198303 1 024

DewiFurwana, S. Pd.I., M.Pd
NIP. 19870831 201503 2 006

NOTA DINAS PEMBIMBING

Palopo, March 16 th, 2022

Lampiran : -

Hal : Skripsi

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di

Palopo

Assalamu'alaikum wr.wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama : Hajrayana

NIM : 17 0202 0059

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul : The Effectiveness of Think Pair Share Strategy to

Improve the Student Speaking Skill atthe Eleventh

Grade of SMAN 2 Luwu

.Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan.

Demikian untuk diproses selanjutnya.

Pembimbing I

Dr. Hilal Mahmud, M.M

NIP.19571005 198303 1 024

NOTA DINAS PEMBIMBING

Palopo, March 16th , 2022

Lampiran : -

Hal : Skripsi

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di

Palopo

Assalamu'alaikum wr.wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama : Hajrayana

NIM : 17 0202 0059

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul : The Effectiveness of Think Pair Share Strategy to

Improve the Student Speaking Skill at the Eleventh

Grade of SMAN 2 Luwu

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan.

Demikian untuk diproses selanjutnya.

Pembimbing II

Dewi Furwana, S.Pd.I.,M.Pd
NIP. 19870831 201503 2 006

ACKNOWLEDGMENTS

Bismillahirrahmanirrahim. Alhamdulillah Rabill' Alamin, the researcher expresses her highest gratitude to Allah SWT. for the blessing, health, and mercy to complete this undergraduate thesis. Shalawat and salam to our Prophet Muhammad Saw. who had delivered the truth to the human being in general and Muslim in particular. This thesis entitled " The Effectiveness of Think Pair Share Strategy to Improve the Student Speaking Skill at the Eleventh Grade of SMAN 2 Luwu" submitted as a compulsory fulfillment of the requirements for the undergraduate degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo. Many people have provided motivation, support, advice, and many valuable things in arranging this thesis. Therefore, the researcher would sincerely thank:

1. Prof. Dr. Abdul Pirol, M.Ag as the Rector of IAIN Palopo.
2. Dr. Nurdin Kaso, M.Pd. as the dean of Tarbiyah and Teacher Training Faculty at IAIN Palopo and Mr/Mrs. Vice deans I, II, III of the Tarbiyah and Teacher Training Faculty of IAIN Palopo.
3. Amalia Yahya, S.E., M.Hum as the head of the English Education Study Program of IAIN Palopo.
4. Dr. Hilal Mahmud, M.M and Dewi Furwana, S.Pd., M.Pd, as the supervisor I and supervisor II for the time, guidance, helps, corrections, suggestions, and kindness during completing and finishing this thesis.
5. Examiner.....
6. Dr. Masruddin, S.S., M.Hum, as the validator of the instrument. Highest appreciation for his guidance, support, attention, knowledge, and kindness during completing the research.
7. All the lecturers in the English Education Study Program of IAIN Palopo have educated the researcher during her study.

8. Madehang, S.Ag., M.Pd. as a head of the library unit and employees in the scope of IAIN Palopo, which has helped the researcher, especially in collecting literature related to this thesis.
9. The school principal of SMAN 2 Luwu and all the teacher who gave permission and help during this research.
10. The student in the eleventh grade of SMAN 2 Luwu who have cooperated with the researcher in completing this thesis.
11. The researcher's beloved parents: Jusmar Sungkeng and Nurhayati. The most beautiful and important people in my life who gave supports, prayers, and never ending loves. Also to my brothers and sister for the motivation.
12. The researcher's friends who have always been a great supporting system through the good and hard times, especially the researcher's high school friends, BIG A 2017, and special thanks to, Akmal Syam Syam, ReskiAriyani, Nur Aziza, Fatin Azmi Rohma, Intan Dieniah, Endarie Maulid, Batari AS, Enhana Tarbiatunnisa, Nur Aisyah and so on. Thank you for your presence.

Finally, the researcher would like to thank everybody who has essential roles in finishing this thesis. This thesis is far from perfect, but it is expected to be useful for the researcher and the readers. For this reason, thoughtful suggestions and criticisms are welcomed.

The Researcher

Hajrayana

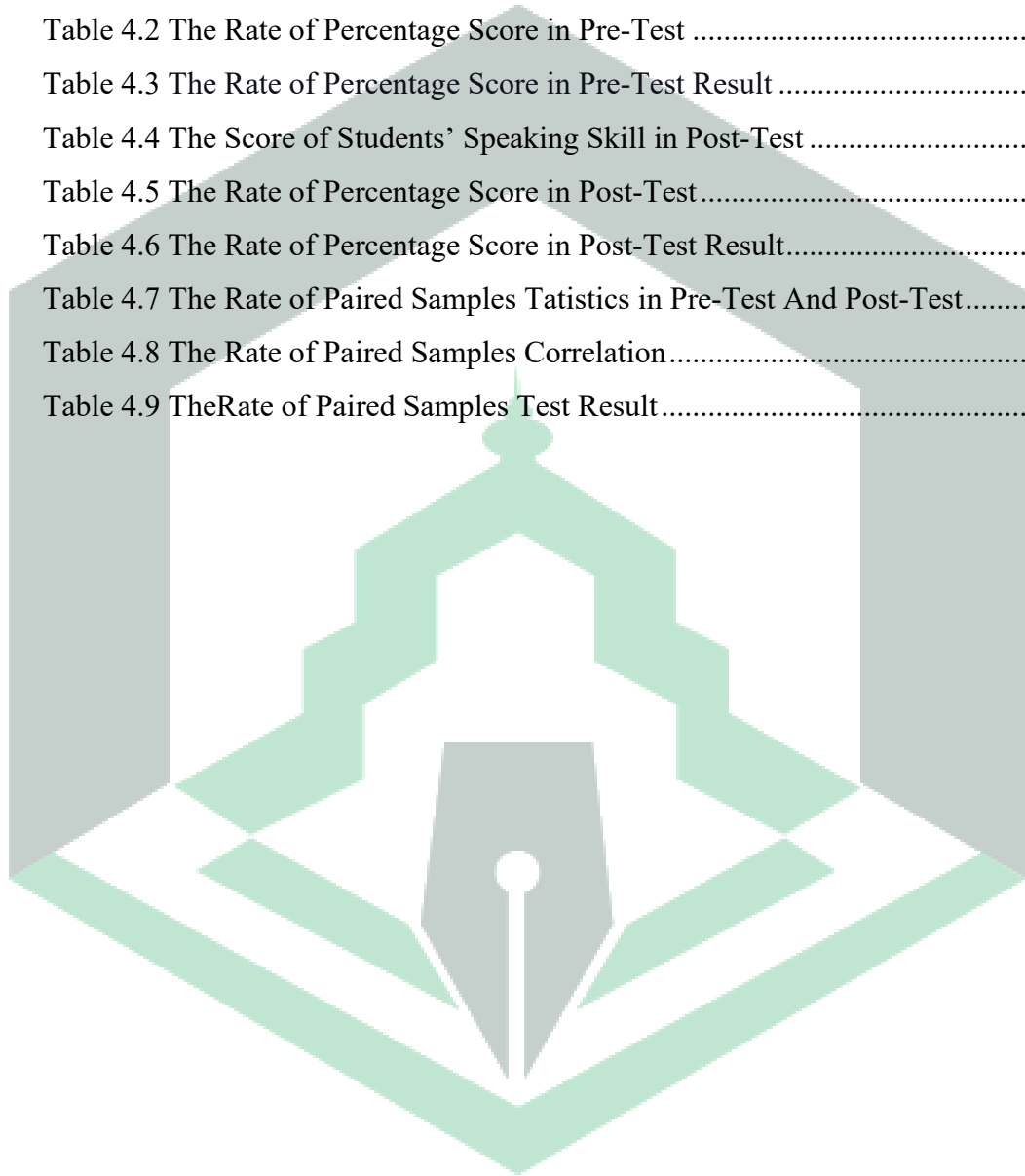
TABLE OF CONTENTS

COVER	i
STATEMENT OF ORIGINALITY	ii
CONSULTAN APPROVAL	iii
NOTA DINAS PEMBIMBING	iv
ACKNOWLEDGMENT	vi
TABLE OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF APPENDICES	xii
ABSTRACT	xiii
CHAPTER I INTRODUCTION	1
A. Background	1
B. Research Questions	4
C. The Objective of the Research	5
D. Significance of the Research	5
E. Scope of the Research	6
CHAPTER II LITERATURE REVIEW	7
A. Previous Related Research	7
B. Literature Review	10
1. Speaking Skill	10
a. The Nature of Speaking	10
b. The Function of Speaking.....	12
c. Teaching Strategies.....	13
d. Factors that Influence Speaking Skill.....	16
e. Measuring of Students' Speaking Skill	17
f. The Types of Speaking	19
g. Teaching Speaking by using Think Pair Share	20
2. Think-Pair-Share	19
a. The Purpose of Think Pair Share	17

b. The Steps of Think Pair Share.....	18
c. The Advantages of Think Pair Share	18
d. Types of Think Pair Share.....	19
C. Conceptual Framework	20
D. Hypothesis.....	21
CHAPTER III METHODOLOGY OF THE RESEARCH.....	22
A. Method and Design of the Research	22
B. Time and Place of the Research	22
C. Definition of Operational Variable	23
D. Population and Sample of the Research.....	23
E. The Procedure of Collecting Data.....	24
F. The Instrument of the Research	27
G. Validity and Reability of The Data	27
H. Technique of Data Analysis.....	28
CHAPTER VI FINDINGS AND DISCUSSION.....	31
A. Findings.....	41
B. Discussion	41
CHAPTER V CONCLUSSION AND SUGGESTION.....	43
A. Conclusion.....	43
B. Suggestion	43
BIBLIOGRAPHY	
APPENDICES	

LIST OF TABLES

Table 3.1 Scoring Rubric of Speaking	31
Table 3.2 The Classification Score for Pre-Test	31
Table 4.1 The Score of Students' speaking skill in Pre-Test	32
Table 4.2 The Rate of Percentage Score in Pre-Test	33
Table 4.3 The Rate of Percentage Score in Pre-Test Result	33
Table 4.4 The Score of Students' Speaking Skill in Post-Test	34
Table 4.5 The Rate of Percentage Score in Post-Test	35
Table 4.6 The Rate of Percentage Score in Post-Test Result.....	35
Table 4.7 The Rate of Paired Samples Tatistics in Pre-Test And Post-Test.....	36
Table 4.8 The Rate of Paired Samples Correlation.....	37
Table 4.9 TheRate of Paired Samples Test Result.....	37



LIST OF APPENDICES

- Appendix 1 Surat izin meneliti
- Appendix 2 Surat keterangan selesai meneliti
- Appendix 3 (RPP) Rencana Pelaksanaan Pembelajaran
- Appendix 4 Pre test
- Appendix 5 Post test
- Appendix 6 Script Pre-test Post test
- Appendix 7 Lembar Validasi Instrument
- Appendix 8 Uji Validitas Pre-test
- Appendix 9 Uji Validitas Post-test
- Appendix 10 Hasil Turnitin
- Appendix 11 Documentation
- Appendix 12 Screenshot Video Material



ABSTRACT

Hajrayana,2022."The Effectiveness of Think Pair Share Strategy to Improve the Student Speaking Skill at the Eleventh Grade of SMAN 2 Luwu". A thesis of The English Departement Study Program of Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo.Supervised by:Hilal Mahmud,Dewi Furwana.

This research attempted to determine the effectiveness of think pair share strategy to improve student speaking skill at SMAN 2 Luwu. This ressearch answered the question: Is the used of think pair share effective to improve the student speaking skill at the eleventh grade of SMAN 2 Luwu? Based on the research question the objective of the research to found out wheter or not the use of think pair share effective to improve students speaking skill and the researcher found that the think pair share strategy is effective in teaching speaking. This research applied the Experimental Research. It consists of Pre-Experimental as a research method.Th researcher collected the data by giving the pre-test and post-test which are formulated in the test contained an oral test. The data collected through pre-test and post-test were firstly analyzed. The population of this research was the students from SMAN 2 LUWU. While, the sample was taken by the eleventh grade at SMAN 2 Luwu. The number consist of 15 students from 13 class with 390 students. The test was calculated by using SPSS 22. The result can seen from data that have been analyzed by using SPSS that showed the mean score of the pre-test mean score with the students' post-test mean score, with the score of pre-test is 34.33 and the post-test score is 70.33. The researcher imply that the Sig. (2-tailed) = .000, which means the H_a is accepted and the H_o is rejected. Also, the $t_o(t_{count}) = 14.414$ and df (degree of freedom) = 14, While the $t_t(t_{table})= 1.761$ the degree of freedom (df) = 14, with the standard of significant = 5%.It means that the Think Pair Share Strategy is effective to improve students' speaking skill at sman 2 Luwu.

Keyword:Think Pair Shared, Speaking



CHAPTER 1

BACKGROUND

A. Background

Being human necessitates the use of language. It is a communication tool. It facilitates human interaction with others. It also makes it easier for people to understand one another's emotions. It will be difficult for humans to communicate with one another without the use of language. There are numerous languages spoken throughout the world. However, only a few languages are commonly used by individuals. Because English is an international language, it is one of the options.

Because English is an international language, students in every school in Indonesia are required to study it. People from all over the world will use English to interact with people from other nations. Unfortunately, pupils find it difficult to learn English since they must master four language skills: hearing, speaking, reading, and writing. Speaking, on the other hand, is a skill that pupils will frequently employ.

Speaking is a very important talent in general. It's because speaking makes communication easier, especially in everyday situations. Furthermore, it may be required at any time, such as when we are communicating with someone. Usually, the person with whom we are conversing is waiting for our response. Furthermore, it aids us in obtaining information from others. According to Chaney as cited in Agustin speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts^[1]. Then, Brown also states that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information^[2].

¹Asmarani, Agustin, And Chaney, "The Effect Of Think-Pair-Share Strategy On Speaking Ability Of Tenth Grade Students At Man 2 Muaro Jambi," *Thesis* 1, No. 3 (2019): 31.

Teaching speaking is a challenge for a teacher. There are some aspects in speaking that must be taught to the students. According to Brown pronunciation, grammar, vocabulary, fluency, and comprehension are some aspects in speaking². Students must thoroughly study the aforementioned factors in order to master speaking ability. However, for the majority of teachers, this is a difficult task because each kid has a distinct personality that they bring to the classroom. As a result, the teacher finds it difficult to ensure that all of the students in the class comprehend what he or she is explaining.

Moreover, in 2013 curriculum, students should be able to express meaning in a transactional conversation (to get things done) and interpersonal conversation (social) using a variety of short simple spoken language accurately, fluently, and acceptable to interact with the immediate environment. In addition, the students should be able to state the meaning of short functional spoken text and monolog of descriptive in a formal way orally. These purposes relate to the indicator of syllabus in curriculum 2013 which the students are able to express kinds of information text of descriptive, the students are able to identify of short informative text that they heard, the students are able to identify the characteristics of linguistic text that they heard, and the students are able to do short monolog of descriptive text.

English teacher plays very important role in the success of teaching and learning activity especially in speaking. Harmer argues that the teacher is described as a facilitator in teaching process.³ To make the teaching learning process in speaking skill more pleasurable and meaningful, the teacher must have a strong strategy. Teachers must be able to get students to actively participate in speaking. The method, design, and processes used by the English teacher should be appropriate. It is possible to encourage kids' interest in learning to speak through effective instructional strategies.

²Asmarani, Agustin, And Chaney, "The Effect Of Think-Pair-Share Strategy On Speaking Ability Of Tenth Grade Students At Man 2 Muaro Jambi."

³Harmer, Jeremy. n.d. "The Practice of English Language Teaching."

This method can help kids enjoy and have fun, and if they enjoy and have fun, they will have more confidence. Students will not be afraid to talk because they have practice speaking with their peers.

Futhermore, after the researcher conduct preliminary study on October 2020 by interviewing the English teacher of SMAN 2 Luwu, the teacher stated that most of the student were not fluent in speaking words using English in speaking learning⁴. They were ashamed and afraid of speaking incorrectly in English. Then, they are afraid of making mistakes when they talk. So, the other friends will laugh at them. Besides, the teacher stated that they have no ideas to express their feeling. Most of them also talk of vocabulary. Hence the students often look bored when the teacher explained the lesson in the classroom⁵. In addition, when the researcher did pretest to the student most of them got score under average while the passing score (KKM) is 75.

To overcome the problem above the teacher should use an appropriate strategy. One of strategy can be used by the teacher in teaching speaking is think-pair-share strategy. It is really important in teaching, think-pair-share strategy to teach speaking is chosen by the researcher as a strategy to overcome the students' speaking problem above. According to Rika think-pairs-share is an appropriate strategy to teach speaking. It helps student to increase their speaking ability by sharing the idea and working together⁶. Then, Awad also states that think-pair-share motivated students in speaking⁷. Student have begun to opportunities so they can show how good they are in speaking and sharing ideas. In addition, Hemant argues that TPS stategy provides an opportunity for all students to share their

⁴Rahmawati, S.Pd., SMAN 2 Luwu Interviewed at 8th of October 2020

⁵Ibid

⁶Rika Amila Desta, "Think Pair Share Technique in Teaching Speaking Skill," *READ* 87, no. 1,2 (2017): 149–200.

⁷Asmarani, Agustin, and Chaney, "The Effect of Think-Pair-Share Strategy On Speaking Ability Of Tenth Grade Students At Man 2 Muaro Jambi."

thinking with at least on other student which, in turn increases their sense of involvement in classroom learning and critical thinking⁸.

Based on the explanation above, the researcher is interested in carrying out the study entitled “ The Effectiveness of Think Pair Share Strategy to Improve The student Speaking Skill at SMAN 2 Luwu”

B. Research Question

The problem of the research can be formulated: Is the use of think-pair-share effective to improve the student speaking skill at the eleventh grade of SMAN 2 Luwu?

C. The Objectives of the Research

Based on the research question above the objective of the research is to find out whether or not the use of think pair share effective to improve students' speaking skill at SMAN 2 Luwu

D. The significant of the Research

1. Theoretically

The result of this research are expected to be able to know how the strategy in improving pronunciation skills by imitating the sounds of audio to students.

2. Practically

a. Teacher

By implementing think-pair-share strategy the teacher can use the research as a guidance or source information to apply Think-Pair-Share 5 strategy in teaching speaking activity to enhance students' speaking ability.

b. Students

For the students after the students were taught speaking, they have motivation in speaking activity, especially by using Think-Pair-Share as a strategy to speak English fluently and appropriately. Then, they will struggle to express their opinions or ideas in speaking.

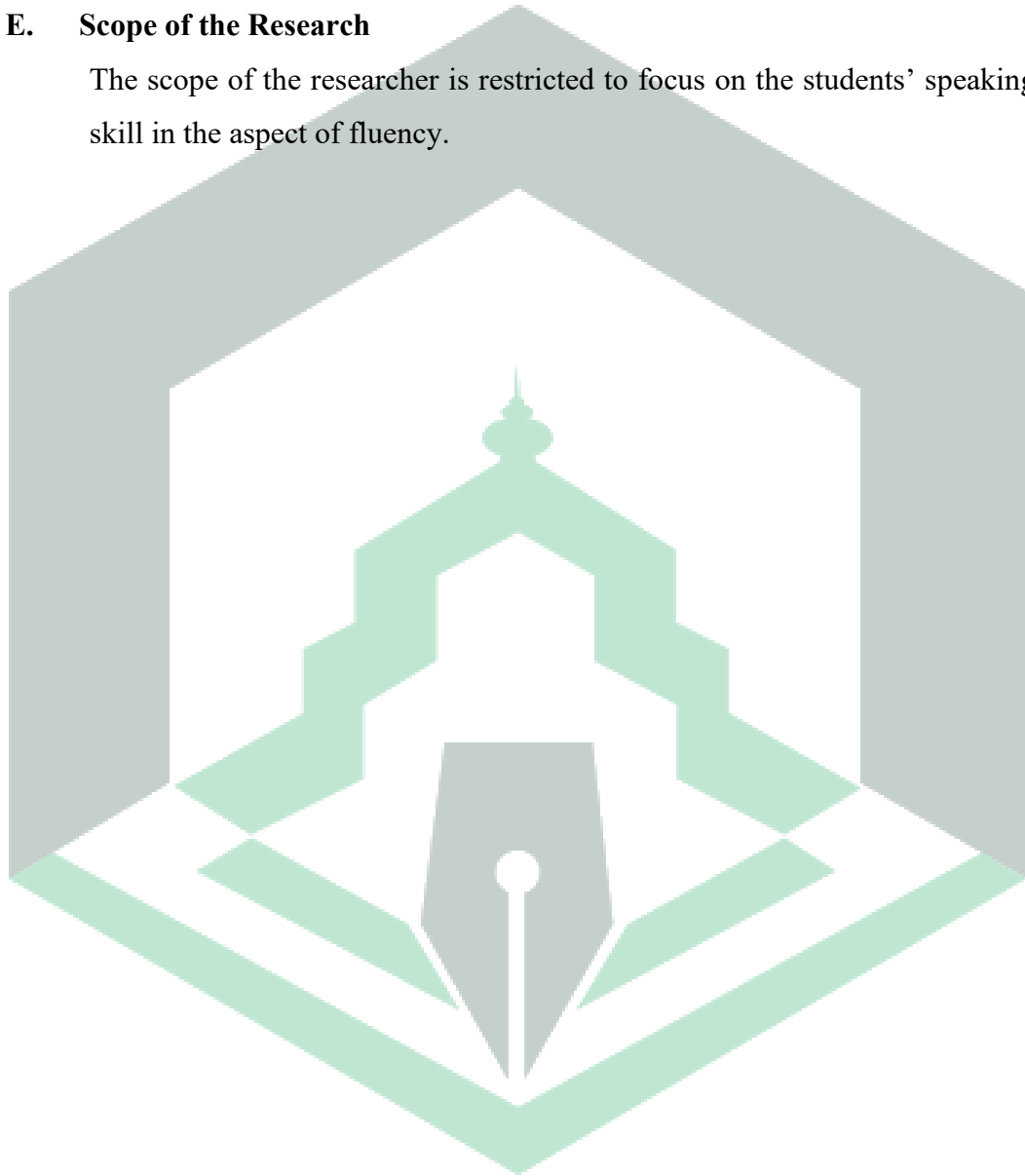
c. Researchers

⁸Ibid.

For The Researcher This paper made to fulfill one of requirement to complete her undergraduate degree at English Education Department of faculty of education and Teacher Training in State Islamic University of Palopo.

E. Scope of the Research

The scope of the researcher is restricted to focus on the students' speaking skill in the aspect of fluency.



CHAPTER II

REVIEW OF THE LITERATURE

A. Previous Related Research

To avoid the same title used in the research, the researcher shows the relevant research. The first was done by Erlinna that studied about Improving Students' Speaking Ability Using Think Pair Share of Cooperative Learning for The Eighth Grade students of MTsN Karang Mojo. The objective of this research was to improve students speaking ability in MTsN Karang Mojo by using Think Pair Share of Cooperative Learning. The sample of this research was students of class VIIC of MTsN Karang Mojo. This research was classroom action research. The action was implemented in two cycles based on the class schedule. In this research, the researcher used qualitative and quantitative method to collect the data. The qualitative data consisted of observation and interview. Then, the quantitative data consisted of pre-test and post-test. Furthermore, after the researcher conducted the whole procedure the result is gathered. The result showed that the use of the Think-Pair-Share technique was able to improve the students' speaking ability.⁹

Second, Endang in her research entitled Teaching Speaking for Senior High School Students Using Cooperative Learning "Think Pair Share". This research was conducted in SMA of Purwokerto. The research used an experimental design. The participants of this research were 22 students in class XI IPS II and XI IPS III in which class XI IPS II as an experimental group and XI IPS III as a control group. The goal of this research was to see how effective the think pair share technique is for teaching speaking. The researcher took the sample using purposive sampling in this study. The data was then gathered by administering a pre- and post-test. Then, after

⁹ Erlinna, Sanjani Dewi. "Improving Students' Speaking Ability Using Think-Pair- Share of Cooperative Learning for the 8." (2015)

the study methods have been completed, the outcome is obtained. The findings of this study revealed that think pair share is an effective method for teaching speaking. It can be proved by the result of t-test and t-table in which t-test is higher than t-table ($7,567 > 4,10$)¹⁰.

Third, Oktaviani that studied about Improving The Students' Speaking Skills Through Think Pair And Share Technique Of Cooperative Learning Of Grade Xi Ipa Students Of Sma Islam 1 Gamping In The Academic Year Of 2013/2014. In this research the researcher used classroom action 20 research design. The researcher conducted the research in two cycle. The members consisted of the researcher, the collaborator, the English teacher, and the students of grade XI IPA. The steps were: planning, actions and observation, and reflection. The data were obtained by interviewing the English teacher and the students of grade XI IPA, observing the teaching and learning process, having students' speaking performances, and taking pictures and videos of the teaching and learning process. In analyzing the data, two methods were used. They were qualitative and quantitative. The qualitative data were analyzed in five steps, they were assembling the data, coding the data, comparing the data, building interpretation and reporting the outcomes. The quantitative data were analyzed from the students' speaking performance scores. Time and investigator triangulation were used in order to make the data reliable. After the procedure of the research was administered the result showed that the use of Think Pair and Share technique was successful to improve the students' speaking skills. It can be seen from the mean of the score of students' speaking performance. In Cycle 1, the mean score was 65.17, and 74.9 in Cycle 2.¹¹

¹⁰Kusrini And Endang, "Teaching Speaking For Senior High School Students Using Cooperative Learning "Think Pair Share ' Endang Kusrini," *Jurnal Aktif* XVIII (2012): 1-8.

¹¹Octaviani, Neni. 2014. "Improving The Students' Speaking Skills Through Think Pair and Share Technique of Cooperative Learning of Grade XII IPA Students of SMA Islam 1 Gamping in the Academic Year of 2013/2014." (2013).

The researcher notices certain distinctions between prior investigations and the current one based on the explanation above. The researcher employed a classroom action research strategy in the first investigation. She then did the research in Junior High School, but the researcher in this research employs an experimental design and conducts the research in Senior High School. The researcher then employed an experimental research in the second research, which he conducted at Senior High School. However, the second research used eleventh grade students as the sample, whereas this research used tenth grade students as the sample. Finally, in the third research, the researcher conducted the research at a senior high school, but she utilized classroom action research as the research design, however in this research, the researcher used an experimental research as the research design.

B. Literature Review

1. Speaking Skill

a) The Nature of Speaking

Brown argued that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Hardiyanti et.al says speaking skill also can be defined as oral communication that shows how well a speaker is able to arrange the words in order to express his or her thought and can be understood by listener. Furthermore, as said by Harmer that speaking happens when two people are communicating to each other¹². It is clear that the people have reasons to communicate, may be to say or express something. According to Richards speaking is an oral interaction. It involves two or more people interact with each other for sharing opinions¹³. It means that the speakers should communicate with others, for example, through group work, task work, and other strategies which they present it in comprehensible order. Hence,

¹²Ana Fabiola Sáenz García, "The Practice Of English Language Teaching," *Boletín Científico de las Ciencias Económico Administrativas del ICEA* 3, no. 6 (2015).

¹³Wayne Trotman, "The TKT Teaching Knowledge Test Course," *ELT Journal* 60, no. 1 (2006): 93–95.

speaking is a means of communication that performs through direct interaction and occurs of verbal exchange between two people or more than it.

For many years, the teaching of the speaking component has been underestimated, and English language teachers have continued to teach it as a series of drills or dialogue memorization. Today's world, on the other hand, believes that the purpose of teaching the speaking component should be to increase students' communicative skills, because only this way can students express themselves and learn how to follow proper social and cultural rules in each communicative situation. Speaking is a useful skill and an important element of learning a second language. The capacity to communicate clearly and efficiently in a second language correlates to pupils' performance in school and later in life in general. According to Amila speaking is a form of communication that allows students to express their feelings, ideas and arguments orally.¹⁴ Brown describes six categories of speaking 7 skill area.¹⁵ Those six categories are as follows: Imitative focusing on pronunciation, Intensive is the students' speaking performance that is practicing some phonological and grammatical aspects of language, Responsive is interaction and text comprehension, Transactional (dialogue) is conveying or exchanging specific information, Interpersonal (dialogue) is maintaining social relationships than for the transmission such as; interview, role play, discussions, conversations, and games. Extensive (monologue) extended monologues in the form of oral reports, summaries, and short speeches.

Mary said speaking is a process to interact with others by using verbal language and it must be mastered by learning and practicing it especially for daily conversation where the speaker and the listener will engage in a conversation and they are able to make each other understood.¹⁶ Spratt et al. have asserted that speaking is a productive skill. It promotes to use speech act in order to show the meaning to others. In speaking, the speaker creates the verbal exchange to others

¹⁴Desta, "Think Pair Share Technique in Teaching Speaking Skill."

¹⁵H. Douglas

"[H._Douglas_Brown]_Teaching_by_Principles,_Second_(BookFi.Org).Pdf."

¹⁶Trotman, "The TKT Teaching Knowledge Test Course."

in order to give information. It means that people express their ideas or feelings in spoken and it serves a form of social behaviour because speaking is as a basis of oral communication among people in society from the first until now From the definitions above, speaking is an ability to express something by means of verbal language. The goal of speaking for sharing information such as,experiences, news, stories, knowledge, ideas, etc. It involves more than one person in communicative interaction, which is, the speaker who delivers a message and the listener who receives and responds it because the speaking activity is not only to produce words or sounds but also to obtain a meaning.

b) The Function of Speaking

Speaking is defined as one of essential means of effective communication. It would be Shappened if two people or more than it engaged in an interaction. There are three functions of speaking as described below:

- 1) Talk as interaction. It refers to the conversation and describes the interaction that serves a primarily social function. For example, when people meet each other, they exchange greetings, engage in small talk, and so on.
- 2) Talk as transaction. It refers to situations where the focus is on what is said or done. The speakers should deliver the message accurately in order to make the listeners understand clearly, so the process of the transaction can run well.
- 3) Talk as performance. It refers to public talk that transmits information, such as classroom presentation, public announcement, and speech. It tends to be in the form of monolog rather than dialogue and it closers to written language than conversational language. Hence, the function of speaking is talk as interaction (social function), talk as transaction (to have things done), and talk as performance (public speaking).

c) Teaching Strategies

According to Majidteaching strategy is comprehensive approach inside of a teaching system that contains the general guidance and the course activity plan in order to reach the instructional goals which is explained in the angle of

philosophy view or certain learning theory¹⁷. Teaching strategy is one of important components in teaching-learning process. There are many types of teaching strategy that can be used by teacher. Madjid divides teaching strategy into six types, namely direct instructional, indirect instructional, interactive, selflearning, experiential and think-pair-share. The most dominant language learning strategy used by high achieving students in speaking was practicing English together where it refers to social strategies. Whereas, the language learning strategies used by low achieving students in speaking were mastering vocabularies, pronunciation practice, improving speaking by reading aloud, switching, asking friend, selecting the topic, utilizing time for practice and practicing English together. The most dominant language learning strategy used by low achieving students in speaking was asking friend where it refers to compensation strategies¹⁸.

1) Direct Instructional

Strategy Direct instruction is a variation on the theme of teacher presentations in that it is teacher-dominated and directed¹⁹. Cruickshank et. al also said that teacher centrality is one of the key characteristic of this way of teaching²⁰. It can be summed up that this strategy focuses on teachers centered. Teachers have a big role in this strategy and they are key success of this strategy.

2) Indirect Instructional

Strategy Indirect instructional strategy is a strategy that focused in students centered. It is support by Majid statement that indirect instructional strategy is commonly students centered, although both of direct and indirect instructional 9 strategy can complete each other. Both of strategy means direct instructional strategy and indirect instructional strategy. In this strategy, teachers' role is shifted from lecture to fasilitator, advocate,

¹⁷Abdul Majid, "Think Pair Share Technique in Teaching Speaking Skill" 2, no. 5 (1967): 6–26.

¹⁸Dewi Furwana, "Language Learning Strategies of EFL College Students," *Ethical Lingua: Journal of Language Teaching and Literature* 3448, no. 1 (2017): 76.

¹⁹Majid, "Think Pair Share Technique in Teaching Speaking Skill."

²⁰Ibid.

and resource person. It means that teachers do not have the authority to organize students such as in direct strategy, but they only as a facilitator.

3) Interactive Strategy

The term "interactive strategy" refers to a plan that entails two-way communication. According to Madjid, an interactive strategy is one in which students discuss and share information. Based on that definition, interactive strategy focuses on interaction between teachers and students, students and students, and students and instructional sources in order to gain knowledge and achieve a goal. Teachers serve as facilitators, mediators, and motivators in the teaching-learning process while using an interactive technique.

4) Self-Learning Strategy

The foundation of self-learning is the creation of a well-organized learning program that allows each student to choose or determine the material and progress of self-learning. Furthermore, according to Madjid, a self-learning method is a teaching strategy aimed at fostering individual initiative, self-rule, and self-improvement. Self-learning strategy, according to that term, is a method that allows students to choose the content that will be used in the teaching-learning process.

5) Experiential Strategy

Madjid characterized experiential strategy as a student-centered, activities-oriented teaching strategy based on inductive sequence form. It indicates that students build their knowledge by their experiences, and the teacher's responsibility is to guide them. Teachers' purpose in this technique is to create an environment in which students can learn spontaneously through direct experience.

d) Factors that Influence Speaking Skill

Brown states that there are some cases in speaking skill²¹, they are:

a) Clustering

21 H.Douglas Brown, "Brown, [H._Douglas_Brown]_Teaching_by_Principles,_Second_(BookFi.Org).Pdf."

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learner can capitalize on this feature of spoken language.

c) Reduced Forms

Contraction, elisions, reduced vowels, etc, all from special problem teaching spoken English.

d) Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, back tracking, and correction.

e) Colloquial Language

Acquaint the words, idioms and phrases of colloquial language and get practice in producing these forms.

f) Rate of Delivery

Achieve an acceptable speed along with other attributes of fluency

g) Stress, Rhythm, and Intonation

The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h) Interaction

Learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.

e) Measuring of Students' Speaking Skill

There are five aspects that are generally recognized in analyzing speaking skill such as pronunciation, grammar, vocabulary, fluency and comprehension.

a. Vocabulary

According to Leong as cited in Mazouzi the second characteristic of speaking performance is accuracy. Learners should be fluent in learning a

foreign language²². Therefore, teachers should emphasize accuracy in their teaching process. He says accuracy covers 12 grammatical structures, vocabulary and pronunciation. Oxford dictionary defines that vocabulary means all the words in a language that have meaning. Vocabulary is one of word include in language, have many words that must be mastered by a person speaking or writing something. Vocabulary is the acquisition of an adequate, vocabulary as essential for successful second language use, because without an extensive vocabulary we will be unable to use the structures and the function that we have learned fir comprehensible communication. It means that vocabulary mastery is one of the important components in communication.

b. Fluency

According to Maria as cited in Richard fluency means an ability to talk in coherent and fill time with talk²³. In other definition, this word can be define as “flow” in latin origin. People with a good speaking skill tend to more fluent, accurate, smooth, lucid, and efficient when they engage conversation. Leong says the first characteristic of speaking performance is fluency and it is the main aim of teachers in teaching speaking skill²⁴. Hughes as cited in Leong stated that fluency is the learners’ ability to speak in understandable way in order not to break down communication because listeners may lose their interest²⁵. He also expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation.

c. Comprehension.

²²Lai-mei Leong and Seyedeh Masoumeh Ahmadi, “An Analysis of Factors Influencing Learners’ English Speaking Skill,” *International Journal of Research in English Education* (n.d.): 37.

²³Trotman, “The TKT Teaching Knowledge Test Course.”

²⁴Leong and Ahmadi, “An Analysis of Factors Influencing Learners’ English Speaking Skill.”

²⁵Ibid.

Brown defines comprehension is a student's competence to comprehend all of speaker says to them ²⁶ . When it comes to communicating, comprehension is crucial. This metric assesses a person's comprehension of a discourse. This component is utilized to grasp the sociolinguistic aspect of language, allowing speakers to know what comments are suitable, how to ask questions during interactions, and how to respond nonverbally based on the aim of the speech.

f) The Types of Speaking

Speaking is an ability to express every activity to others verbally. Brown has mentioned that there are two types of spoken language as follows²⁷.

a. Monolog

Monolog occurs when a single speaker employs spoken language for an extended period of time, such as in lectures, speeches, or news broadcasts. As a result, listeners must be able to comprehend the material without being interrupted. There are two types of monologues: planned and impromptu monologues. Because they lack redundancy, such as speeches and prewritten information, planned monologues are difficult to comprehend. Unplanned monologues, on the other hand, are easier to grasp since they contain more redundancy, but the presence of additional hesitations might obstruct comprehension in situations such as lectures and extended stories.

b. Dialog

Dialog is a two-way communication that can be classified as interpersonal or transactional. Interpersonal discussion aims to keep the participants' social relationships intact, while transactional communication aims to transfer information. The parties in this case provide their knowledge or background information. If the participants are familiar with one another, it is simple to construct assumptions and meanings in order to comprehend

²⁶

H.Douglas

Brown,

"[H._Douglas_Brown]_Teaching_by_Principles,_Second_(BookFi.Org).Pdf."

²⁷Ibid.

the conversation. Otherwise, if the parties are unfamiliar with one another, they must explain themselves explicitly to avoid misunderstandings during the talk.

g) Teaching Speaking by Using Think Pair Share

Teaching speaking by using think pair share allows students collaborate on ideas, opinion, research topics, problem solving procedure, debate resolution, textual analysis, and small groups activities. By using this technique, the students use their ability to think a problem, discuss it with their partner who may have different opinion toward problem. In discussing the problem, the students help each other to confirm their opinion which is unclear and improve their fluency in speaking.

2. Think-Pair-Share

TPS (Think, Pair, and Share) is an approach that allows students to think individually and in small groups before being asked to answer questions in front of the entire class. This approach consists of four steps. In the first stage, four pupils in groups of four listen to the teacher ask a question. Second, pupils are given time to think about their responses before writing them down. Finally, pairs of students read their responses and debate them. Finally, the teacher invites a select students to express their thoughts and ideas with the entire class.

Think-Pair-Share is a strategy of cooperative learning. Isjoni states that Think-Pair-Share is developed by Frank Lyman in 1985²⁸. Think-Pair-Share is an effective way to change learning circumstance in the classroom. It gives more time to the students to think, to respond, and to help each other but it is not a way for cheating. Hence, Think-Pair-Share is a strategy in teaching and learning process to gain students more understandable and actively discussing in the class.

²⁸David W Johnson and Roger T Johnson, "COOPERATIVE LEARNING," *The encyclopedia of peace psychology*. (2011): 11.

Furthermore, Isjoni claims that think pair share is a very useful cooperative learning structure in which the instructor presents a lesson, asks students to think of an answer to the teacher's question, and pairs them with partner discussion to achieve a consensus on the subject. Finally, the teacher invites pupils to contribute to the conversation. Think duo sharing allows pupils to carefully consider and discuss what they have learnt. The strategy needs very little effort on the part of the teacher but results in a high level of participation from pupils, even those who are reluctant to participate.

Think-Pair- Share is a fairly simple concept, but it is quite useful. The teacher gives the students a topic or a question with this method. Students are required to think about the solution on their own before working in pairs to come up with a consensus on the answer. Finally, the teacher instructs the pupils to present their agreed-upon response to the entire class. Furthermore, this technique allows students to work independently as well as collaborate with others. As a result, when the students collaborate to share or trade knowledge, they get the opportunity to demonstrate their English speaking ability.

Furthermore, Think-Pair-Exchange is an approach that allows students to think critically about a topic by allowing them to generate individual ideas and share those ideas with another student. In the teaching and learning process, students can share their ideas that come to them as responses to the teachers' inquiries. After that, the students turn to a partner and share their responses with the rest of the class.

Think-Pair-Share refers to cooperative learning in which students work in pairs or small groups, according to the definitions above. Individually, the students must consider a topic, an issue, or an answer, and then discuss their thoughts in pairs. As a result, they have opportunity to express themselves and share their thoughts with the entire class or a small group.

a. The Purpose of Think-Pair-Share

Think-Pair-Share is an effective way to make the students interaction and discussion with others in the class easily. Sonthara and Vanna have stated that there are three purposes of Think-PairShare as follow:

- a) Providing thinking time to increase students' response and self-confidence.
- b) Providing pairing time to discuss a problem to be solved which the students should share their ideas in pairs
- c) Giving the students an opportunity to share their ideas in order to encourage and to make sense of those new ideas in terms of their prior knowledge

b) The Steps of Think-Pair-Share

According to Madjid there are some steps in implementing Think-Pair-share they are:

a) Phase 1: Thinking

In this phase, the teacher proposes the question or an issue associated with the lesson. Then, the students are given the time to think about the question or an issue individually.

b) Phase 2: Pairing

Next, the teacher asks students to pair off and discuss what they have been thinking about. Interaction during this period can be sharing answers if a question has been posed or sharing ideas if a specific issue was identified. Usually, teachers allow no more than four or five minutes for pairing.

c) Phase 3: Sharing

In the final step, the teacher asks the pairs to share what they have been talking about with the whole class. It is effective to simply go around the room from pair to pair and continue until about a fourth or a half of the pairs have had a chance to report.⁸ In this stage, the teacher can modify the structure of sharing time which the students finished to discuss a topic in pairs, the teacher can ask students individually to what they have discussed before. It attracts students to explain their answers more challenging²⁹.

d) The Advantages of Think Pair Share

²⁹Majid, "Think Pair Share Technique in Teaching Speaking Skill."

1. Students' confidence improves and all students are given a way to participate in class rather than the few who usually volunteer.
2. Students are actively engaged in the thinking.
3. More of the critical thinking is retained after a lesson if students have an opportunity to discuss and reflect on the topic.
4. Many students find it safer or easier to enter a discussion with another classmate rather than with a large group.
5. Students and teacher alike gain much clearer understandings of the expectation for attention and participation in classroom discussion³⁰.

e) Types of Think Pair Share

According to Gunter, M. A and Schwab, J. H (1999), there are four steps of Think-pair-share procedure, they are:

1. Step One – Teacher poses a question. The process of think-pair-share begins when the teacher poses a thought-provoking question for the entire class. This may be a straight forward question or a problem the teacher wants to pose to the class for solution. Questions must pose problems or dilemmas that students will be willing and able to think about.
2. Step Two – students think individually. At a signal from the teacher, students are given a limited amount of time to think of their own answer to the problematic question. The time should be decided by the teacher on the basis of knowledge of the students, the nature of the question, and the demands of the schedule. It may be helpful, though it is not required, to have students write out their individual responses and solutions. Students should understand that while there may be no one right answer, it is important that everyone come up with some reasonable answer to the question. This step of the procedure automatically builds “wait time’ into the classroom conversation.
3. Step Three – Each students discusses his or her answer with a fellow students. The end of the think step signal to the students the time to begin working with one other students to reach consensus on an answer to the question. Each

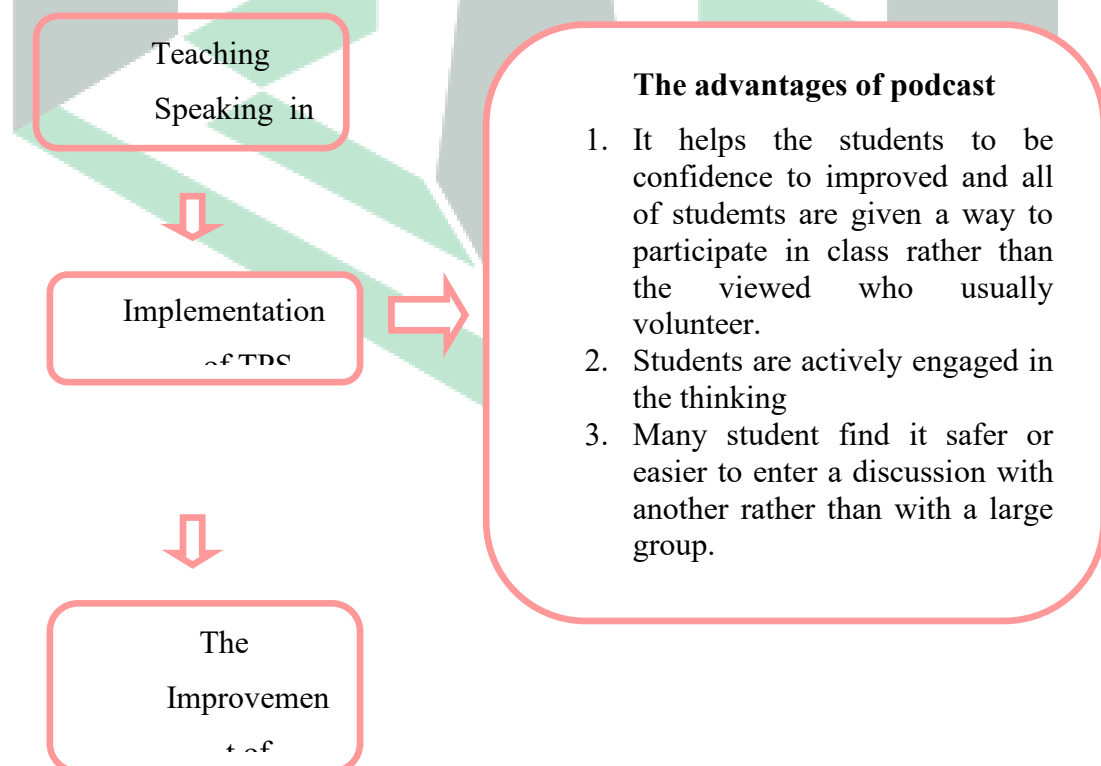
³⁰Lumban Gaol and Reni Rosianna, “The Effect of Jigsaw Strategy and Think-Pair- Share Strategy On Students ’ Speaking Ability at SMA GAJAH MADA Medan,” *The Journal Educational Research* 91, no. 1 (2012): 35.

student now has a chance to try out possibilities. Together, each pair of students can reformulate a common answer based on their collective insights to possible solutions to problem. At times, the process can go one step farther by asking pairs of students to regroup into foursome to further refine their thoughts before sharing with the group at large. These small group settings are less threatening to individual students than venturing forward before the whole group with an untried answer. The pair step in the model also promotes much more conversation among students about the issues entailed by the question.

4. Step four – Students share their answer with the whole class.
5. In this final step, individuals can present solutions individually or cooperatively to the class as a whole group. Where pairs of students have constructed displays of their answer, as in a chart or diagram, each member of the pair can take credit for the product of their thinking

C. Conceptual Framework

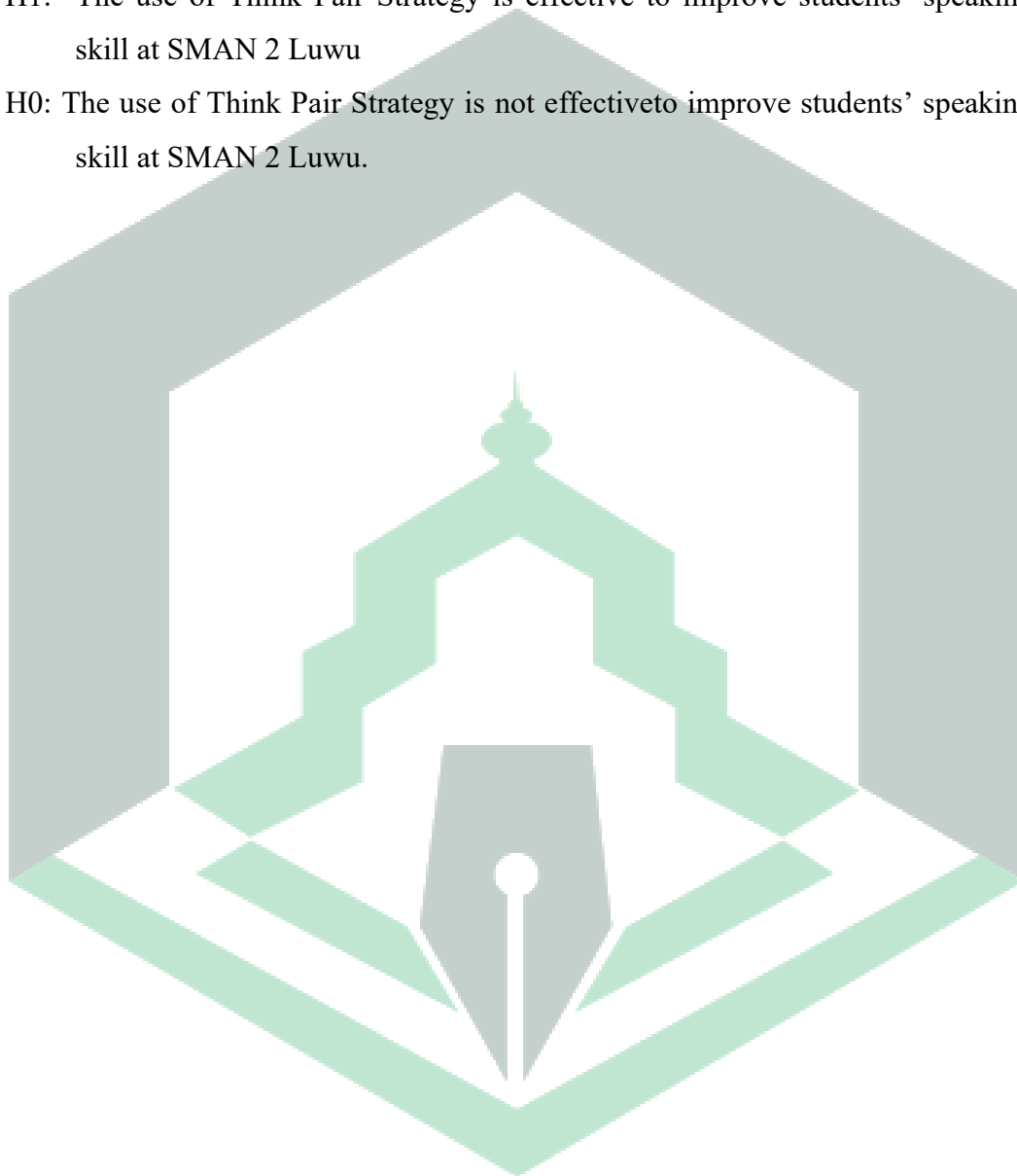
The conceptual framework for this research is presented below:



D. Hypothesis

H1: The use of Think Pair Strategy is effective to improve students' speaking skill at SMAN 2 Luwu

H0: The use of Think Pair Strategy is not effective to improve students' speaking skill at SMAN 2 Luwu.



CHAPTER III

RESEARCH METHOD

A. Method and Design of the Research

This research can be classified as pre-experimental method. The research was employ the pre-test and post-test design which is purpose is to know the effectiveness of imitating the sounds of audio to improve pronunciation skill atthe eleventh grade students SMAN 2 Luwu.

The design of this research is described as follow:

$O_1 X$

O_1 : Pre-test value (before treatment)

X : Treatment

O_2 : Post-test value (after treatment)

B. Time and Place of The Research

The researcher conducted his research at the eleventh grade students SMAN 2 Luwu. The research was be held on september – october with the schedule as follows:

Research Table

	F	Ma	M	Ju	J	A	S	O	N
r c h									
Pre Observ ation						✓			
Proposa l semi								✓	

nar									
Giving pre-test									✓
treatment									✓
Giving post-test									✓
Result									
UT									

C. Definition of Operational Variable

Referring to Latief variable is defined as characteristics that tend to differ from individual to individual, though any two or more individuals may have the same variable to trait or measure. Then, Latif also stated that there are two variables used in experimental design. The variables are:

a. Independent Variable

Based on Creswell independent variable means an outcome or dependent variable that influenced by an attribute or characteristic. The independent variable in this research is Think-Pair-Share strategy

b. Dependent Variable

Creswell says dependent variable can be defined as an attribute or characteristic that is dependent on or influenced by the independent variable. Students' speaking ability is a dependent variable in this research

D. Population and Sample of the Research

The population of this research in the eleventh students of SMAN 2 Luwu. The population of this researcher consist of 13 Classes, the science class (XI 1-7) and the social class (XI 1-6) so the population of this research are 390 students.

The research sample was selected by using purposive sampling because only one class who has lack of vocabulary and their speaking skill were low. The sample of this research consist of 15 Students'. The researcher use the XI Science 1 as the sample class.

E. The Procedure of Collecting Data

To support in data collection, it was be great for the researcher to do some data collection techniques. It could be a test, observation, documents, and interview. In this case, the researcher will focus on the test as the main method to collect data in Quantitative.

a) Pre-test

Pre-test is used to check the current condition of students.

Implementation is carried out before students get treatment. Researcher will be some activities:

1. The researcher was collected the data by doing an interview using the instrument of the test.
2. Each students was be interviewed one by one by the researcher.
3. The test wasbe an oral test based on the questions in the instrument.

From here, researchers was take students' performance into data

b) Treatment

The researcher provided care after pre-test, treatment is done to several people. The research was prepared several ways or steps to encourage their speaking skill using the Think Pair Strategy, the treatment explained as follow:

1. Treatment I

- The researcher was divided the students into three groups.
- The researcher instructs the students to watch the video **Conversation about Asking and Giving Opinion** and wrote to the paper
- The researcher gave the students instruction to watch video about **Asking and Giving Opinion Conversation**

- Each groups presented the result analysis and others grup gave response and correction if needed.
- The researcher gave more explanation about the material
- The researcher was divided students into eight groups. (Pair)
- Each groups make the dialog about expressions **Conversation about Asking and Giving Opinion.**
- Each grup practice the dialog in front of the class
- The researcher gave more explanation about the material expressions of **asking and giving opinion to students.**

2. Treatment II

- The researcher was divided the students into three groups.
- The researcher instructs the students to watch the video **Conversation about Satisfaction and Dissatisfaction** and wrote to the paper
- The researcher gave the students instruction to watch video about **Satisfaction and Dissatisfaction Conversation**
- Each groups presented the result analysis and others grup gave response and correction if needed.
- The researcher gave more explanation about the material
- The researcher was divided students into eight groups. (Pair)
- Each groups make the dialog about expressions **Conversation about Satisfaction and Satisfaction.**
- Each grup practice the dialog in front of the class
- The researcher gave more explanation about the material expressions of **saticfaction and dissaticfaction to students.**

3. Treatment III

- The researcher was divided the students into three groups.
- The researcher instructs the students to watch the video **Conversation about Giving Advice and Warming** and wrote to the paper
- The researcher gave the students instruction to watch video about **Giving Advice and Warming Conversation**

- Each groups presented the result analysis and others grup gave response and correction if needed.
- The researcher gave more explanation about the material
- The researcher was divided students into eight groups. (Pair)
- Each grups make the dialog about expressions **Conversation about Giving Advice and Warming.**
- Each grup practice the dialog in front of the class
- The researcher gave more explanation about the material expressions of **giving advice and warming and giving opinion to students.**

4. Treatment IV

- The researcher was divided the students into three groups.
- The researcher instructs the students to watch the video **Conversation about Request** and wrote to the paper
- The researcher gave the students instruction to watch video about **Request Conversation**
- Each grups presented the result analysis and others grup gave response and correction if needed.
- The researcher gave more explanation about the material
- The researcher was divided students into eight groups. (Pair)
- Each grups make the dialog about expressions **Conversation Request.**
- Each grup practice the dialog in front of the class
- The researcher gave more explanation about the material expressions of **Request to students.**

c) Post-test

Unlike the pre-test, the post-test is used after students get some treatment by using the think pair share. In the post-test, students was have several activities to carry the oral production as follows:

1. The researcher was be collected the data by doing an oral test.
2. Each students was be interviewed one by one by the researcher using the instrument of the test.

3. The test was be an oral test based on the questions in the instrument.
From here, researchers was take students' performance into data.

F. The Instrument of the Research

Based on the experimental research, the researcher was conducted the instrument of pre-test and post-test. In this case, the researcher was focus on the test as the main method to collect data in Quantitative. The test was be divided into:

a) Pre-test

Pre-test was used to check the current condition of students. The question include with 4 questions for 15 students the question was about conversation material and kind of the questions was speaking based on script. Researcher wasget some values to guide the development of students in speaking skills before the treatments. The researcher was assess students speaking based on the intstrument pre test.

b) Post-Test

Unlike the pre-test, the post-test was used after students get some treatments by using the think pair share strategy. In the post-test, students was have several activities to carry out oral production. From here, researchers will take students' performance into data.

G. Validity and Reliability of The Data

a. Validity

Sugiyono says valid means the instrument of the research can be used to measure what should be measured. Content validity was used for the instrument in the form of test. In this research, the researcher used content validity, construct validiry and criteria validity to get the validity of the quantitative data. In this research testing validity was done by comparing the content of the 29 instrument with the material of the lesson

in curriculum 2013. Then, construct validity was done by experts. In addition, criterion validity was using an instrument to estimate some important form of behaviour that is external to the measuring instrument itself. In conducting speaking skill research, the test that was done by the researcher is oral test.³¹

b. Reliability

Creswell defines reliability as the scores of the instrument is stable or consistent. The result of language skill assessment has high reliability if the result precisely represents, if the language skill assessment result is too far away different from the true level of skill being assessed then the assessment result has low reliability. In this research, the researcher used inter-rater reliability to know whether the test was reliable or not. According to inter-rater reliability occurs when two or more scores yield inconsistent scores of the same test, possibly for lack of attention to scoring criteria, inexperience, inattention, or even preconceived biases. There were two raters who have filled requirements as the rater to assess students' speaking skill in this research.³²

H. Technique of Data Analysis

To analysis the data, the researcher used the following steps:

- a) Scoring the students' correct answers pre-test and post-test

³¹Sugiyono," Metode Penelitian Kualitatif, Kuantitatif, dan RnD." (2013)

³² Creswell, John W. n.d. "*Educational Research : Planning , Conducting and Evaluating Quantitative and Qualitative Research.*"Vol.4 (2014).

$$\text{Score} = \frac{\text{students' correct answer}}{\text{total number}} \times 100$$

b) Calculating the rate percentage of students' score:

$$P = \frac{F}{N} \times 100\%$$

Where P: Percentage

F: The cumulative frequency of subjects

N: Total number of subjects

c) Classifying the students' score into the following criteria, there are some aspects that could be use to assess students' speaking ability as follow:

Table 3.1. Scoring Rubric of Speaking

Aspect	Score	Requirements
Fluency	1	(No specific fluency description. Refer to other four language areas for implied level of fluency.)
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency
	5	Has complete fluency in the language such that his speech fully accepted by educated native speakers

a) Classifying the students' score

b) The student's performance was divided into five levels: the teenagers' speaking skills' scoring classification.

Table 3.2. Students' Score Classification

No	Score	Classification
5	86-100	Excellent
4	71-86	Very good
3	41-55	Average
2	26-40	Poor
1	< - 25	Very poor

- d) In determining the mean score, standard deviation, test of significance, and standard significance, the researcher calculated it by using SPSS 22.



CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The findings of the research showed the result of the data that have been analyzed statistically and the tabulating of data. It compared if the students' scores in pre-test and post-test, the classification of students' scores in pre-test and post-test, and the mean score of students' pre-test and post-test.

1. The analysis of students' speaking skills scores in pre-test and post-test

a. Pre-test

In this section, the researcher showed the complete score of students in the simple past tense (students' correct answer), the mean score and standard deviation of students, and the rate percentage of students' scores of speaking skills in the pre-test. The researcher presented the data in the tables and calculates the score by using SPSS 22. Then, the researcher showed the students' complete score of speaking skills in the pre-test. The tabulation of students' scores in the pre-test can be seen in table 4.1:

Table 4.1
The Score of Students' speaking skill in Pre-Test

No	Respondents	Question Number	Fluency Score					Value (total score Q1-Q4/4)	Classification
			1= 20	2= 40	3= 60	4= 80	5= 100		
1	R1	Q1		✓				40	Poor
		Q2		✓					
		Q3		✓					
		Q4		✓					
2	R2	Q1			✓			65	
		Q2				✓			

		Q3			✓				Average
		Q4			✓				
3	R3	Q1		✓				40	Poor
		Q2		✓					
		Q3		✓					
		Q4		✓					
4	R4	Q1	✓					20	Very poor
		Q2	✓						
		Q3	✓						
		Q4	✓						
5	R5	Q1	✓					20	Very poor
		Q2	✓						
		Q3	✓						
		Q4	✓						
6	R6	Q1	✓					20	Very poor
		Q2	✓						
		Q3	✓						
		Q4	✓						
7	R7	Q1	✓					20	Very poor
		Q2	✓						
		Q3	✓						
		Q4	✓						
8	R8	Q1	✓					20	Very poor
		Q2	✓						
		Q3	✓						
		Q4	✓						
9	R9	Q1	✓					20	Very poor
		Q2	✓						
		Q3	✓						

		Q4	✓						
10	R10	Q1	✓					20	Very poor
		Q2	✓						
		Q3	✓						
		Q4	✓						
11	R11	Q1			✓			65	Average
		Q2			✓				
		Q3				✓			
		Q4			✓				
12	R12	Q1			✓			50	Average
		Q2		✓					
		Q3			✓				
		Q4		✓					
13	R13	Q1	✓					25	Very poor
		Q2		✓					
		Q3	✓						
		Q4	✓						
14	R14	Q1			✓			45	Average
		Q2		✓					
		Q3		✓					
		Q4		✓					
15	R15	Q1			✓			45	Average
		Q2		✓					
		Q3		✓					
		Q4		✓					

In this section, the researcher described the average score of students' speaking skills in fluency.

To calculate the average score of students' fluency in the pre-test, the researcher used SPSS 22 to determine descriptive statistics and the rate

of percentage of fluency. The result can be presented in the table descriptive statistic it can be seen in table 4.2 and table 4.3:

Table 4.2
The Rate of Percentage Score in Pre-Test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	15	20	65	34.33	16.783
Total N (listwise)	15				

Table 4.3
The Rate of Percentage Score in Pre-Test Result

No	Classification	Score	F	P
1	Exellecent	86-100		0%
2	Very good	71-86		0%
3	Average	41-70	5	33,33%
4	Poor	26-40	2	13,33%
5	Very poor	<-25	8	53,34%
Total				100%

b. Post-test

The researcher showed the complete score of students in the speaking skill (students' correct answer), the mean score and standard deviation of students, and the rate percentage of students' scores of speaking skills in the post-test. The researcher presented the data in the tables and calculates the score by using SPSS 22. Then, the researcher showed the students' complete score of speaking skills in the post-test. The tabulation of students' scores in the post-test can be seen in table 4.4:

Table 4.4
The Score of Students' speaking skill in Post-Test

No	respon den ts	Question Number	Fluency Score					Vau e (total score Q1- Q4/4)	Clasificatio n
			1= 20	2= 40	3= 60	4= 80	5= 100		
1	R1	Q1			✓			70	Averag e
		Q2				✓			
		Q3			✓				
		Q4				✓			
2	R2	Q1				✓		90	Excell ent
		Q2					✓		
		Q3				✓			
		Q4					✓		
3	R3	Q1			✓			55	Averag e
		Q2		✓					
		Q3			✓				
		Q4			✓				
4	R4	Q1			✓			45	Averag e
		Q2		✓					
		Q3		✓					
		Q4		✓					
5	R5	Q1			✓			60	Averag e
		Q2			✓				
		Q3			✓				
		Q4			✓				
6	R6	Q1			✓			60	Averag e
		Q2			✓				
		Q3		✓					
		Q4				✓			
7	R7	Q1			✓			60	Averag

		Q2			✓				e
		Q3			✓				
		Q4			✓				
8	R8	Q1				✓		65	Average
		Q2			✓				
		Q3			✓				
		Q4			✓				
9	R9	Q1				✓		65	Average
		Q2			✓				
		Q3			✓				
		Q4			✓				
10	R10	Q1				✓		60	Average
		Q2	✓						
		Q3			✓				
		Q4			✓				
11	R11	Q1					✓	95	Excellent
		Q2			✓				
		Q3					✓		
		Q4					✓		
12	R12	Q1			✓			80	Very good
		Q2			✓				
		Q3				✓			
		Q4					✓		
13	R13	Q1			✓			75	Very good
		Q2				✓			
		Q3				✓			
		Q4				✓			
14	R14	Q1					✓	90	Excellent
		Q2				✓			

		Q3				✓			
		Q4					✓		
15	R15	Q1					✓	85	Very good
		Q2				✓			
		Q3				✓			
		Q4				✓			

To calculate the average score of students' fluency in the post-test, the researcher used SPSS 22 to determine descriptive statistics and the rate of percentage of accuracy. The result can be presented in the table descriptive statistic it can be seen in table 4.4 and table 4.5:

Table 4.5
The Rate of Percentage Score in Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test	15	45	95	70.33	14.816
Valid N (Listwise)	15				

Table 4.6
The Rate of Percentage Score in Post-Test Result

No	Classification	Score	F	P
1	Exellecent	86-100	3	30%
2	Very good	71-86	3	20%
3	Average	41-70	9	60%
4	Poor	26-40		0%
5	Very poor	<-25		0%
Total				100%

2. The mean score and standard deviation of students' speaking skills in pre-test and post-test

After presenting the descriptive statistics table and the percentage of students' scores in the pre-test and post-test according to the assessment in speaking, the researcher also obtained the mean and standard deviation values using SPSS 22. The result was presented in the table paired sample statistic as follows:

Table 4.7

The Rate of Paired Samples Statistics in Pre-Test and Post-Test

Paired Samples Statistics					
		Mean	N	Std. deviation	Std. Error Mean
Pair 1	Pretest	34.33	15	16.783	4.333
	Posttest	70.33	15	14.816	3.826

According to the table above, the researcher imply that there are slight difference of students' pre-test mean score with the students' post-test mean score, with the score of pre-test is 34.33 and the post-test score is 70.33.

The result of the table above showed that the mean score of students in the post-test was higher than the mean score of students in the pre-test. It concluded that the Think Pair Share Strategy was effective in teaching speaking skills to students.

To know whether the pre-test and post-test were significantly different, and also to know the acceptability of the hypothesis of this research, the researcher used test analysis and calculated it by using SPSS 22. The result could be shown in the table of paired sample correlations and paired sample tests. It is presented in the following tables:

Table 4.8
The Rate of Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	15	.820	.000

Table 4.9
The Rate of Paired Samples Tests Result

	Paired Differences					T	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	Pretest- Posttest	-36.000	9.673	2.498	-41.357	-30.643	-14.414	14	.000

According to the table above, the researcher imply that the Sig. (2-tailed) = .000, which means the H_a is accepted and the H_o is rejected. Also, the $t_o(t_{count}) = 14.414$ and df (degree of freedom) = 14, While the $t_t(t_{table})= 1.761$ the degree of freedom (df) = 14, with the standard of significant = 5%.

$$14.414 > 1.761$$

B. Discussions

Based on the observation that researcher found out there is one class who has lack of vocabulary and their speaking skill were low. In this research, there are one item analyzed by the researcher according to three aspects of speaking assessment namely; accuracy, fluency, and comprehensibility. The researcher was focusing on the fluency aspect and it has 15 students as the respondent and the researcher gave four treatments steps for students but before doing the treatments, the researcher gave a pre-test to identify the speaking skills from students before the treatment. After doing treatments, the researcher gave a post-test to know students' speaking skills have improved or still has the same frequency of skills as before the treatments. The result data analysis showed that the prominent among three aspects of speaking (accuracy, fluency, and comprehensibility) better improved is fluency. In the pre-test, there are no students classified as Excellent, three students got very good classification, one student got average, ten students classified as poor, and one student got very poor. After the researcher analyze the data, it increased in the post-test that there are 2 students got Excellent and the least 13 students got very good qualification.

The mean score of the pre-test mean score with the students' post-test mean score, with the score of pre-test is 34.33 and the post-test score is 70.33. The researcher due the treatment were conducted in four meetings in which each meeting spent 60 minutes. In the first treatment is about Asking and Giving opinion material, the second treatment is about Satisfaction and Dissatisfaction material, the third treatment is about Giving advice and Warming material, and the last treatment is about Request material. The researcher imply that the Sig. (2-tailed) = .000, which means the H_a is accepted and the H_o is rejected. Also, the $t_o(t_{count}) = 14.414$ and df (degree of freedom) = 14, While the $t_t(t_{table}) = 1.761$ the degree of freedom (df) = 14, with the standard of significant = 5%. It means that by using think pair

share strategy in teaching speaking in the class, the researcher conclude based on the data that TPS could improve the students' ability in speaking skills.

There were also previous research results that found the use of think pair share is effective in improving speaking. The first by Erlinna that studied about Improving Students' Speaking Ability Using Think Pair Share of Cooperative Learning for The Eighth Grade students of MTsN Karang Mojo. The result of her research showed that the use of the Think-Pair-Share technique was able to improve the students' speaking ability. Therefore, this research has a different point as in Erlinna's research's she was focusing on the cooperative learning while this research focus on the fluency in speaking skill. The second by Endang in her research entitled Teaching Speaking for Senior High School Students Using Cooperative Learning "Think Pair Share". She also focusing in the cooperative saide of learning. It is also showed in the last related research by Oktaviani that studied about Improving The Students' Speaking Skills Through Think Pair And Share Technique Of Cooperative Learning Of Grade Xi Ipa Students Of Sma Islam 1 Gamping.

The results of the previous research have some difference and similar also to support this research that the think pair share strategy is effective to improve speaking skills for students. Think pair share is a new buzzword for improving instruction that has gained attention through major reports and multiple examples showing. It can improve student learning as well as increase students engagement. Besides, the technique and a type of learning that is traditional learning. By delivering the material in think pair share strategy the instructional content, online, event outside of the classroom it moves activities, including those that may have been considered in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussions in the previous chapter, the researcher concluded that using the think pair share strategy is effective to improve speaking skill at SMAN 2 Luwu. It can be seen after doing treatments. The result showed that there is a significant difference between the students' mean score in pre-test and post-test. The mean score of the pre-test mean score with the students' post-test mean score, with the score of pre-test is 40.00 and the post-test score is 80.13. The researcher implies that the Sig. (2-tailed) = .000, which means the H_a is accepted and the H_o is rejected. Also, the $t_o(t_{count}) = 8.886$ and df (degree of freedom) = 14, while the $t_t(t_{table}) = 2.145$ the degree of freedom (df) = 14, with the standard of significant = 5%. It means that the Think Pair Share Strategy is effective to improve students' speaking skill at sman 2 Luwu.

B. Suggestions

The success in teaching did not depend on the lesson program only, but more important is how a teacher serves to learn and using a variety of methods, techniques, or strategies to manage the class to make it more active. A think pair share strategy used in learning English provides many opportunities for the student to be active in the process of teaching and learning.

The researcher would like to give some suggestion as follows:

1. For the teacher, they can apply the material in the classroom by using the think pair share in teaching English, especially in teaching speaking. This technique intentionally shifts instruction to a learner-centered model in which time in the classroom is used to explore topics in greater depth and create meaningful learning opportunities while students are initially introduced to new topics outside of the classroom.

2. For the students, it is suggested for the students to increase the ability mastery in English especially speaking.
3. For the further researcher, it expected to conduct a researcher to find another significant of Think Pair Share in other English language skills such as writing, reading, grammar and listening.

Finally, the researcher realizes that this thesis is far from being perfect, and because of that; constructive critics and advices are expected for the perfection of the thesis. The researcher hopes that the results of this research canbe useful for the readers.



BIBLIOGRAPHY

- Asmarani, Agustin, and Chaney. "The Effect Of Think-Pair-Share Strategy On Speaking Ability Of Tenth Grade Students At Man 2 Muaro Jambi." *Thesis 1*, no. 3 (2019): 31.
- Bekeshova, Karina. "The Practice of English Language Teaching." *ELT Journal Volume 57*, no. 4 (2003): 126–401.
- Brown, H. Douglas. "Teaching by Principles Second." *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2000.
- Brown, H. Douglas. "Language Assessment Principles and Classroom Practices." San Francisco: Longman (2004).
- Brown, H. Douglas . "Principles of Language Learning and Teaching." (5th Edition) New York: Pearson Education Inc. (2007).
- Creswell, John W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. Educational Research*. Vol. 4, 2014.
- Desta, Rika Amila. "Think Pair Share Technique in Teaching Speaking Skill." *READ 87*, no. 1,2 (2017): 149–200.
- Erlinna, Sanjani Dewi. 2015. "Improving Students' Speaking Ability Using Think-Pair- Share of Cooperative Learning for the 8."
- Furwana, Dewi. "Language Learning Strategies of EFL College Students." *Ethical Lingua: Journal of Language Teaching and Literature 3448*, no. 1 (2017): 76–91.
- Gaol, Lumban, and Reni Rosianna. "The Effect of Jigsaw Strategy and Think-Pair-Share Strategy On Students ' Speaking Ability at Sma Gajah Mada Medan." *The Journal Educational Research 91*, no. 1 (2012): 42–48.
- Harmer, Jeremy. n.d. "The Practice of English Language Teaching."

- Johnson, David W, and Roger T Johnson. "Cooperative Learning." *The encyclopedia of peace psychology*. (2011): 11.
- Kusrini, and Endang. "Teaching Speaking For Senior High School Students Using Cooperative Learning "Think Pair Share " Endang Kusrini." *Jurnal Aktif XVIII* (2012): 1–8.
- Leong, Lai-mei, and Seyedeh Masoumeh Ahmadi. "An Analysis of Factors Influencing Learners' English Speaking Skill." *International Journal of Research in English Education* (n.d.): 37.
- Majid, Abdul. "Think Pair Share Technique in Teaching Speaking Skill" 2, no. 5 (1967): 6–26.
- Mustakim, Ismail. "The Influence of English Camp in Improving Speaking Skill of English House Course Students in Maroangin Kabupaten Enrekang," October (2018) <https://doi.org/10.33487/edumaspul.v2i2.10>.
- Octaviani, Neni. 2014. "Improving The Students' Speaking Skills Through Think Pair and Share Technique of Cooperative Learning of Grade XII IPA Students of SMA Islam 1 Gamping in the Academic Year of 2013/2014."
- Sáenz García, Ana Fabiola. "The Practice of English Language Teaching." *Boletín Científico de las Ciencias Económico Administrativas del ICEA* 3, no. 6 (2015).
- Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif, dan RnD." (2013).
- Suharsaputra, Uhar. "Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan," 2012.
- Tomlinson, Brian. "Materials for General English. English Language Learning Materials : A Critical Review," 2014.
- Trotman, Wayne. "The TKT Teaching Knowledge Test Course." *ELT Journal* 60, no. 1 (2006): 93–95.

APPENDIX 1 SURATIZIN MENELITI



PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Kantor : Jl. Opu Dangi No. 1, Balaga Tapan (GAT) 7211112

Nomor : 305/PENELITIAN/17.01/DMPTSPOL/2021 Lamp : - Sifat : Biasa Perihal : <u>izin Penelitian</u>	Kepada Yth. Ka. SMAN 2 Luwu di Tempat
---	--

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 2047/In.18/IT/ADM.01/10/2021 tanggal 01 November 2021 tentang permohonan izin Penelitian,
 Dengan ini disampaikan kepada saudara (i) (j) berikut yang tersebut di bawah ini :

Nama Tempat/Tgl Lahir Nisn Jurusan Alamat	Hidayat Makassar 1 06 Oktober 1999 17.0002.0058 Pendidikan Bahasa Inggris Dan. Barong Desa Sangpangung Kecamatan Wamawang Utara
---	---

Bermaksud akan mengadakan penelitian di dasar/dinas/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

THE EFFECTIVENESS OF THINK PAIR STRATEGY TO IMPROVE THE STUDENT SPEAKING SKILL AT THE ELEVENTH GRADE OF SMAN 2 LUWU

Yang akan dilaksanakan di SMA NEGERI 2 LUWU, pada tanggal 02 November 2021 s.d 02 Desember 2021.

Selubungan hal tersebut di atas pada permohonan kami dapat menyepakati kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Uj. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Meneliti semua partner penunjang-undangan yang berlaku.
4. Menyediakan 1 (satu) exemplar copy hasil penelitian kepada Bupati Luwu Uj. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak menaati ketentuan-ketentuan tersebut di atas.



1 203 11 001 1 000 0 000 0



Ditentukan di Kabupaten Luwu
 Pada Tanggal 02 November 2021



DR. H. HAMMIL SUDEYPRANA
 Kepala Dinas
 Dinas Penanaman Modal dan PTSP Kab. Luwu
 NIP. 196312011994031079

Terselamatkan:

1. Bupati Luwu (salah satu Lembaran di Balaga)
2. Kepala Pengadilan dan Umar KRa, Luwu di Balaga
3. Dekan Institut Agama Islam Negeri Palopo
4. Masyarakat (i) Hidayat
5. wab

APPENDIX 2
SURAT KETERANGAN SELESAI MENELITI





PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
LPT SMA NEGERI 2 LUWU

Jl. Opu Ulu, Rikala Binantawati, Kec. Wulauwung 91531

SURAT KETERANGAN PENELITIAN
NOMOR: 4213/210/SMA.02/LW/DISDIK


Yang beranda tertera di bawah ini, Kepala LPT SMA Negeri 2 Luwu Kecamatan Wulauwung Kabupaten Luwu Provinsi Sulawesi Selatan menyatakan bahwa:

N y m a	: RAJRAYANA
NIM	: 170101069
Tempo/Tgl Lahir	: Makassar, 8 Oktober 1999
Program Studi	: Bahasa Inggris

Telah melaksanakan penelitian di SMA Negeri 2 Luwu dalam rangka penyusunan Karya Ilmiah (Skripsi) dengan judul "The Effectiveness of Think Pair Share Strategy in Improve The Student Speaking Skill at The Eleventh Grade of SMA Negeri 2 Luwu" dari tanggal 9 s.d 23 November 2021.

Tamkian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Luwu, 23 November 2021
Kepala LPT SMA N 2 Luwu


Drs. SYAFARI IDIN KAMIR, M.Pd.
Jabatan : Kepala LPT
NIP : 19610811992031009

APPENDIX 3 (RPP)
RENCANA PELAKSANAAN PEMBLAJARAN



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMAN 2 Liris
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI
 Materi Pokok : 1) Asking and Giving Opinion, 2) Satisfaction and Dissatisfaction, 3) Giving Advice and Warning, 4) Report
 Alokasi Waktu : 60 Menit

A. Tujuan Pembelajaran

Setelah menyimak penjelasan materi oleh Guru, peserta didik dapat diharapkan untuk Memahami apa yang disampaikan atau yang dibicarakan dalam kehidupan sehari-hari

B. Model Pembelajaran

Teacher - Students

Students - Teacher

Students - Students

C. Media/Sumber Belajar

1. Laptop, Speaker

D. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (3 Menit)
Melakukan pembukaan dengan salam pembuka, dan berdoa untuk memulai pembelajaran, dan siswa mengisi daftar hadir.
Kegiatan Inti (25 Menit)
<ol style="list-style-type: none"> 1. Guru membagi siswa menjadi beberapa kelompok 2. Masing-masing anggota kelompok menonton video dan menyusun jawaban yang digunakan actor dalam video dengan memfiksasinya pada kertas yang telah disediakan.

3. Guru memonitoring dan membantu siswa yang kurang memahami instruksi yang telah disampaikan.
4. Masing-masing kelompok mempresentasikan hasil analisisnya dan kelompok lain memberikan tanggapan dan koreksi jika dibutuhkan.
5. Guru memberikan penguatan dan memberikan penjelasan terkait materi.
6. Masing-masing pasangan kelompok mempresentasikan dialog tentang angket (*1) Asking and Giving Opinion, 2) Satisfaction and Dissatisfaction, 3) Giving Advice and Warning, 4) Request*
7. Masing-masing pasangan membuat dialog tentang angket (*1) Asking and Giving Opinion, 2) Satisfaction and Dissatisfaction, 3) Giving Advice and Warning, 4) Request*
8. Masing-masing pasangan memperagakan dialog tersebut di depan kelas.
9. Guru memberikan penguatan dan penjelasan.

Kegiatan penutup (5 Menit)

1. Guru dan siswa membuat kesimpulan mengenai pembelajaran.
2. Guru memberikan penguatan berupa motivasi dan wejangan.
3. Menutup kegiatan pembelajaran dengan berdoa dan.

APPENDIX 4
PRE-TEST



F1

INSTRUMENT

PRE-TEST

Nama

Kelas

No

1. Material : Asking and Giving Opinion
Question : What do you think about your bestfriend's favorite film?
Score :
2. Material : Satisfaction and dissatisfaction
Question : What do you think about online class? Are you satisfy or not?
Score :
3. Material : Giving Advice and Warning
Question : What is your advice to your bestfriend about recent absence in class?
Score :
4. Material : Request
Question : What do you request from your brother/sister?
Score :

40

P.2

INSTRUMENT
PRE-TEST

Nama :

Kelas :

Nis :

1. Material : Asking and Giving Opinion.
Question : What do you think about your bestfriend's favorite film?
Score :
2. Material : Satisfaction and dissatisfaction.
Questions : What do you think about online class? Are you satisfy or not?
Score :
3. Material : Giving Advise and Warning
Question : What is your advise to your bestfriend about recent absence in class?
Score :
4. Material : Request
Question : What do you request from your brother/sister?
Score :

65

R3

INSTRUMENT

PRE-TEST

Nama :

Kelas :

Nis :

1. Material : Asking and Giving Opinion.
Question : What do you think about your bestfriend's favorite film?
Score :
2. Material : Satisfaction and dissatisfaction.
Questions : What do you think about online class? Are you satisfy or not?
Score :
3. Material : Giving Advise and Warning
Question : What is your advise to your bestfriend about recent absence in class?
Score :
4. Material : Request
Question : What do you request from your brother/sister?
Score :

40

F4:

INSTRUMENT

PRE-TEST

Nama :

Kelas :

Nis :

1. Material : Asking and Giving Opinion.

Question : What do you think about your bestfriend's favorite film?

Score :

2. Material : Satisfaction and dissatisfaction.

Questions : What do you think about online class? Are you satisfy or not?

Score :

3. Material : Giving Advise and Warning

Question : What is your advise to your bestfriend about recent absence in class?

Score :

4. Material : Request

Question : What do you request from your brother/sister?

Score :

20

Ry

INSTRUMENT

PRE-TEST

Nama :

Kelas :

Nis :

1. Material : Asking and Giving Opinion.
 Question : What do you think about your bestfriend's favorite film?
 Score :
2. Material : Satisfaction and dissatisfaction.
 Questions : What do you think about online class? Are you satisfy or not?
 Score :
3. Material : Giving Advise and Warning
 Question : What is your advise to your bestfriend about recent absence in class?
 Score :
4. Material : Request
 Question : What do you request from your brother/sister?
 Score :

20

INSTRUMENT

PRE-TEST

Nama : R.G.
Kelas :
Nis :

1. Material : Asking and Giving Opinion.
Question : What do you think about your bestfriend's favorite film?
Score :
2. Material : Satisfaction and dissatisfaction.
Questions : What do you think about online class? Are you satisfy or not?
Score :
3. Material : Giving Advise and Warning
Question : What is your advise to your bestfriend about recent absence in class?
Score :
4. Material : Request
Question : What do you request from your brother/sister?
Score :

20

INSTRUMENT

PRE-TEST

Nama : Rf

Kelas :

Nis :

1. Material : Asking and Giving Opinion.

Question : What do you think about your bestfriend's favorite film?

Score :

2. Material : Satisfaction and dissatisfaction.

Questions : What do you think about online class? Are you satisfy or not?

Score :

3. Material : Giving Advise and Warning

Question : What is your advise to your bestfriend about recent absence in class?

Score :

4. Material : Request

Question : What do you request from your brother/sister?

Score :

20

INSTRUMENT

PRE-TEST

Nama : Eg.

Kelas :

Nis :

1. Material : Asking and Giving Opinion.

Question : What do you think about your bestfriend's favorite film?

Score :

2. Material : Satisfaction and dissatisfaction.

Questions : What do you think about online class? Are you satisfy or not?

Score :

3. Material : Giving Advise and Warning

Question : What is your advise to your bestfriend about recent absence in class?

Score :

4. Material : Request

Question : What do you request from your brother/sister?

Score :

20

INSTRUMENT

PRE-TEST

Nama : f.g.

Kelas :

Nis :

1. Material : Asking and Giving Opinion.

Question : What do you think about your bestfriend's favorite film?

Score :

2. Material : Satisfaction and dissatisfaction.

Questions : What do you think about online class? Are you satisfy or not?

Score :

3. Material : Giving Advise and Warning

Question : What is your advise to your bestfriend about recent absence in class?

Score :

4. Material : Request

Question : What do you request from your brother/sister?

Score :

20

INSTRUMENT

PRE-TEST

Nama : F10
Kelas :
Nis :

1. Material : Asking and Giving Opinion.
Question : What do you think about your bestfriend's favorite film?
Score :
2. Material : Satisfaction and dissatisfaction.
Questions : What do you think about online class? Are you satisfy or not?
Score :
3. Material : Giving Advise and Warning
Question : What is your advise to your bestfriend about recent absence in class?
Score :
4. Material : Request
Question : What do you request from your brother/sister?
Score :

20

INSTRUMENT

PRE-TEST

Nama : Rtt

Kelas :

Nis :

1. Material : Asking and Giving Opinion.

Question : What do you think about your bestfriend's favorite film?

Score :

2. Material : Satisfaction and dissatisfaction.

Questions : What do you think about online class? Are you satisfy or not?

Score :

3. Material : Giving Advise and Warning

Question : What is your advise to your bestfriend about recent absence in class?

Score :

4. Material : Request

Question : What do you request from your brother/sister?

Score :

65

INSTRUMENT

PRE-TEST

Nama : Rg

Kelas :

Nis :

1. Material : Asking and Giving Opinion.

Question : What do you think about your bestfriend's favorite film?

Score :

2. Material : Satisfaction and dissatisfaction.

Questions : What do you think about online class? Are you satisfy or not?

Score :

3. Material : Giving Advise and Warning

Question : What is your advise to your bestfriend about recent absence in class?

Score :

4. Material : Request

Question : What do you request from your brother/sister?

Score :

50

INSTRUMENT

PRE-TEST

Nama : R3

Kelas :

Nis :

1. Material : Asking and Giving Opinion.

Question : What do you think about your bestfriend's favorite film?

Score :

2. Material : Satisfaction and dissatisfaction.

Questions : What do you think about online class? Are you satisfy or not?

Score :

3. Material : Giving Advise and Warning

Question : What is your advise to your bestfriend about recent absence in class?

Score :

4. Material : Request

Question : What do you request from your brother/sister?

Score :

25

INSTRUMENT

PRE-TEST

Nama : Aq

Kelas :

Nis :

1. Material : Asking and Giving Opinion.

Question : What do you think about your bestfriend's favorite film?

Score :

2. Material : Satisfaction and dissatisfaction.

Questions : What do you think about online class? Are you satisfy or not?

Score :

3. Material : Giving Advise and Warning

Question : What is your advise to your bestfriend about recent absence in class?

Score :

4. Material : Request

Question : What do you request from your brother/sister?

Score :

INSTRUMENT

PRE-TEST

Nama : ~~45~~

Kelas :

Nis :

1. Material : Asking and Giving Opinion.

Question : What do you think about your bestfriend's favorite film?

Score :

2. Material : Satisfaction and dissatisfaction.

Questions : What do you think about online class? Are you satisfy or not?

Score :

3. Material : Giving Advise and Warning

Question : What is your advise to your bestfriend about recent absence in class?

Score :

4. Material : Reiquest

Question : What do you request from your brother/sister?

Score :

45

APPENDIX 5
POST-TEST



E-1

INSTRUMENT

POST-TEST

Practice the following steps for pretest to assess the students' speaking ability based on their performances with the result of think-pair-share strategy!

1. Material Asking and Giving Opinion.

Question : What do you think about your bestfriend's favorite film?

"My bestfriend's name is Rita. Her favorite film is Titanic because she loves the plot of the story and she loves the sad ending film too".

3

2. Material Satisfaction and dissatisfaction.

Questions : What do you think about online class? Are you satisfy with the class or not?

"Online class is good but as a students we need more practicing in English material. So if there is a choice, I choose offline class".

4

3. Material Giving Advice and Warning.

Question : What is your advice to your best friend if his decision moves to another class?

"If my bestfriend moves to another class, i will give the advice about togetherness and give him the story of us why we better not to move".

3

70

4. Material : Request

Question : What do you request from your brother/sister if they got money?

"if my sister got money, i want them to buy me a new phone".

4

Rubric:

Point	Fluency
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.

Script:

70

P.2.

INSTRUMENT

POST-TEST

Practice the following steps for pretest to assess the students' speaking ability based on their performances with the result of think-pair-share strategy!

1. Material : Asking and Giving Opinion.

Question : What do you think about your bestfriend's favorite film?

"My bestfriend's name is rita. Her favorite film is titanic because she loves the plot of the story and she loves the sad ending film too".

4

2. Material : Satisfaction and dissatisfaction.

Questions : What do you think about online class? Are you satisfy with the class or not?

"Online class is good but as a students we need more practicing in English material. So if there is a choice. I choose offline class".

5

3. Material : Giving Advice and Warning

Question : What is your advice to your best friend if his decision moves to another class?

"If my bestfriend moves to another class, i will give the advice about togetherness and give him the story of us why we better not to move".

4

90

4. Material : Request

Question : What do you request from your brother/sister if they got money?

"if my sister got money, i want them to buy me a new phone".

9

Rubric:

Point	Fluency
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.

Script:

Fs

INSTRUMENT

POST-TEST

Practice the following steps for pretest to assess the students' speaking ability based on their performances with the result of think-pair-share strategy!

1. Material : Asking and Giving Opinion.

Question : What do you think about your bestfriend's favorite film?

"My bestfriend's name is rita. Her favorite film is titanic because she loves the plot of the story and she loves the sad ending film too".

3

2. Material : Satisfaction and dissatisfaction.

Questions : What do you think about online class? Are you satisfy with the class or not?

"Online class is good but as a students we need more practicing in English material. So if there is a choice. I choose offline class".

2

3. Material : Giving Advice and Warning

Question : What is your advice to your best friend if his decision moves to another class?

"If my bestfriend moves to another class, i will give the advice about togetherness and give him the story of us why we better not to move".

5



4. Material : Request

Question : What do you request from your brother/sister if they got money?

"if my sister got money, i want them to buy me a new phone".

3

Rubric:

Point	Fluency
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.

Script:

F.4.

INSTRUMENT

POST-TEST

Practice the following steps for pretest to assess the students' speaking ability based on their performances with the result of think-pair-share strategy!

1. Material : Asking and Giving Opinion.

Question : What do you think about your bestfriend's favorite film?

"My bestfriend's name is rita. Her favorite film is titanic because she loves the plot of the story and she loves the sad ending film too".

3

2. Material : Satisfaction and dissatisfaction.

Questions : What do you think about online class? Are you satisfy with the class or not?

"Online class is good but as a students we need more practicing in English material. So if there is a choice. I choose offline class".

2

3. Material : Giving Advice and Warning

Question : What is your advice to your best friend if his decision moves to another class?

"If my bestfriend moves to another class, i will give the advice about togetherness and give him the story of us why we better not to move".

2

45

4. Material : Request

Question : What do you request from your brother/sister if they got money?

"if my sister got money, i want them to buy me a new phone"

2

Rubric:

Point	Fluency
5	Smooth and fluid speech, few to no hesitations, no attempts to search for words; volume is excellent.
4	Smooth and fluid speech; few hesitations; a slight search for words, inaudible word or two.
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.
1	Speech is slow, hesitant & strained except for short memorized phrases, difficult to perceive continuity in speech; inaudible.

Script:

R5.

INSTRUMENT

POST-TEST

Practice the following steps for pretest to assess the students' speaking ability based on their performances with the result of think-pair-share strategy!

1. Material : Asking and Giving Opinion.

Question : What do you think about your bestfriend's favorite film?

"My bestfriend's name is rita. Her favorite film is titanic because she loves the plot of the story and she loves the sad ending film too".

3

2. Material : Satisfaction and dissatisfaction.

Questions : What do you think about online class? Are you satisfy with the class or not?

"Online class is good but as a students we need more practicing in English material. So if there is a choice. I choose offline class".

3

3. Material : Giving Advice and Warning

Question : What is your advice to your best friend if his decision moves to another class?

"If my bestfriend moves to another class, i will give the advice about togetherness and give him the story of us why we better not to move".

5



4. Material : Request

Question : What do you request from your brother/sister if they got money?

"if my sister got money, i want them to buy me a new phone".

3

Rubric:

Point	Fluency
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.

Script:

R6.

INSTRUMENT

POST-TEST

Practice the following steps for pretest to assess the students' speaking ability based on their performances with the result of think-pair-share strategy!

1. Material : Asking and Giving Opinion.

Question : What do you think about your bestfriend's favorite film?

"My bestfriend's name is rita. Her favorite film is titanic because she loves the plot of the story and she loves the sad ending film too".

3

2. Material : Satisfaction and dissatisfaction.

Questions : What do you think about online class? Are you satisfy with the class or not?

"Online class is good but as a students we need more practicing in English material. So if there is a choice. I choose offline class".

3

3. Material : Giving Advice and Warning

Question : What is your advice to your best friend if his decision moves to another class?

"If my bestfriend moves to another class, i will give the advice about togetherness and give him the story of us why we better not to move".

2

60

4. Material : Request

Question : What do you request from your brother/sister if they got money?

"if my sister got money, i want them to buy me a new phone".

4

Rubric:

Point	Fluency
5	Smooth and fluid speech, few to no hesitations, no attempts to search for words; volume is excellent.
4	Smooth and fluid speech; few hesitations, a slight search for words; inaudible word or two.
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.

Script:

27

INSTRUMENT

POST-TEST

Practice the following steps for pretest to assess the students' speaking ability based on their performances with the result of think-pair-share strategy!

1. Material : Asking and Giving Opinion.

Question : What do you think about your bestfriend's favorite film?

"My bestfriend's name is rita. Her favorite film is titanic because she loves the plot of the story and she loves the sad ending film too".

3

2. Material : Satisfaction and dissatisfaction.

Questions : What do you think about online class? Are you satisfy with the class or not?

"Online class is good but as a students we need more practicing in English material. So if there is a choice. I choose offline class".

3

3. Material : Giving Advice and Warning

Question : What is your advice to your best friend if his decision moves to another class?

"If my bestfriend moves to another class, i will give the advice about togetherness and give him the story of us why we better not to move".

3

60

4. Material : Request

Question : What do you request from your brother/sister if they got money?

"if my sister got money, i want them to buy me a new phone"

3

Rubric:

Point	Fluency
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.

Script:

PA

INSTRUMENT

POST-TEST

Practice the following steps for pretest to assess the students' speaking ability based on their performances with the result of think-pair-share strategy!

1. Material : Asking and Giving Opinion.

Question : What do you think about your bestfriend's favorite film?

"My bestfriend's name is rita. Her favorite film is titanic because she loves the plot of the story and she loves the sad ending film too".

4

2. Material : Satisfaction and dissatisfaction.

Questions : What do you think about online class? Are you satisfy with the class or not?

"Online class is good but as a students we need more practicing in English material. So if there is a choice. I choose offline class".

3

3. Material : Giving Advice and Warning

Question : What is your advice to your best friend if his decision moves to another class?

"If my bestfriend moves to another class, i will give the advice about togetherness and give him the story of us why we better not to move".

3

65

4. Material : Request

Question : What do you request from your brother/sister if they got money?

"if my sister got money, i want them to buy me a new phone".

3

Rubric:

Point	Fluency
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.

Script:

P.9

INSTRUMENT

POST-TEST

Practice the following steps for pretest to assess the students' speaking ability based on their performances with the result of think-pair-share strategy!

1. Material : Asking and Giving Opinion.

Question : What do you think about your bestfriend's favorite film?

"My bestfriend's name is rita. Her favorite film is titanic because she loves the plot of the story and she loves the sad ending film too".

4

2. Material : Satisfaction and dissatisfaction.

Questions : What do you think about online class? Are you satisfy with the class or not?

"Online class is good but as a students we need more practicing in English material. So if there is a choice. I choose offline class".

3

3. Material : Giving Advice and Warning

Question : What is your advice to your best friend if his decision moves to another class?

"If my bestfriend moves to another class, i will give the advice about togetherness and give him the story of us why we better not to move".

3

65

4. Material : Request

Question : What do you request from your brother/sister if they got money?

"if my sister got money, i want them to buy me a new phone".

3

Rubric:

Point	Fluency
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.
4	Smooth and fluid speech, few hesitations; a slight search for words; inaudible word or two.
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.

Script:

310

INSTRUMENT

POST-TEST

Practice the following steps for pretest to assess the students' speaking ability based on their performances with the result of think-pair-share strategy!

1. Material : Asking and Giving Opinion.

Question : What do you think about your bestfriend's favorite film?

"My bestfriend's name is rita. Her favorite film is titanic because she loves the plot of the story and she loves the sad ending film too".

4

2. Material : Satisfaction and dissatisfaction.

Questions : What do you think about online class? Are you satisfy with the class or not?

"Online class is good but as a students we need more practicing in English material. So if there is a choice. I choose offline class".

2

3. Material : Giving Advice and Warning

Question : What is your advice to your best friend if his decision moves to another class?

"If my bestfriend moves to another class, i will give the advice about togetherness and give him the story of us why we better not to move".

3

60

4. Material : Request

Question : What do you request from your brother/sister if they got money?

"if my sister got money, i want them to buy me a new phone".

3

Rubric:

Point	Fluency
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.

Script:

PAA

INSTRUMENT

POST-TEST

Practice the following steps for pretest to assess the students' speaking ability based on their performances with the result of think-pair-share strategy!

1. Material : Asking and Giving Opinion.

Question : What do you think about your bestfriend's favorite film?

"My bestfriend's name is rita. Her favorite film is titanic because she loves the plot of the story and she loves the sad ending film too".

4

2. Material : Satisfaction and dissatisfaction.

Questions : What do you think about online class? Are you satisfy with the class or not?

"Online class is good but as a students we need more practicing in English material. So if there is a choice. I choose offline class".

4

3. Material : Giving Advice and Warning.

Question : What is your advice to your best friend if his decision moves to another class?

"If my bestfriend moves to another class, i will give the advice about togetherness and give him the story of us why we better not to move".

5

95

4. Material : Request

Question : What do you request from your brother/sister if they got money?

"if my sister got money, i want them to buy me a new phone".

5

Rubric:

Point	Fluency
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.

Script:

P12

INSTRUMENT**POST-TEST**

Practice the following steps for pretest to assess the students' speaking ability based on their performances with the result of think-pair-share strategy!

1. Material : Asking and Giving Opinion.

Question : What do you think about your bestfriend's favorite film?

"My bestfriend's name is rita. Her favorite film is titanic because she loves the plot of the story and she loves the sad ending film too".

4

2. Material : Satisfaction and dissatisfaction.

Questions : What do you think about online class? Are you satisfy with the class or not?

"Online class is good but as a students we need more practicing in English material. So if there is a choice. I choose offline class".

3

3. Material : Giving Advice and Warning

Question : What is your advice to your best friend if his decision moves to another class?

"If my bestfriend moves to another class, i will give the advice about togetherness and give him the story of us why we better not to move".

4

40

4. Material : Request

Question : What do you request from your brother/sister if they got money?

"if my sister got money, i want them to buy me a new phone".

5

Rubric:

Point	Fluency
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.

Script:



K13

INSTRUMENT

POST-TEST

Practice the following steps for pretest to assess the students' speaking ability based on their performances with the result of think-pair-share strategy!

1. Material : Asking and Giving Opinion.

Question : What do you think about your bestfriend's favorite film?

"My bestfriend's name is rita. Her favorite film is titanic because she loves the plot of the story and she loves the sad ending film too".

3

2. Material : Satisfaction and dissatisfaction.

Questions : What do you think about online class? Are you satisfy with the class or not?

"Online class is good but as a students we need more practicing in English material. So if there is a choice, I choose offline class".

4

3. Material : Giving Advice and Warning

Question : What is your advice to your best friend if his decision moves to another class?

"If my bestfriend moves to another class, i will give the advice about togetherness and give him the story of us why we better not to move".

4

15

4. Material : Request

Question : What do you request from your brother/sister if they got money?

"if my sister got money, i want them to buy me a new phone".

4

Rubric:

Point	Fluency
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.

Script:

12/19

INSTRUMENT

POST-TEST

Practice the following steps for pretest to assess the students' speaking ability based on their performances with the result of think-pair-share strategy!

1. Material : Asking and Giving Opinion.

Question : What do you think about your bestfriend's favorite film?

"My bestfriend's name is rita. Her favorite film is titanic because she loves the plot of thestory and she loves the sad ending film too".

5

2. Material : Satisfaction and dissatisfaction.

Questions : What do you think about online class? Are you satisfy with the class or not?

"Online class is good but as a students we need more practicing in English material. So if there is a choice. I choose offline class".

4

3. Material : Giving Advice and Warning

Question : What is your advice to your best friend if his decision moves to another class?

"If my bestfriend moves to another class, i will give the advice about togetherness and give him the story of us why we better not to move".

4



4. Material Request

Question What do you request from your brother/sister if they got money?

"if my sister got money, i want them to buy me a new phone"

5

Rubric:

Point	Fluency
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.

Script:

f16

INSTRUMENT

POST-TEST

Practice the following steps for pretest to assess the students' speaking ability based on their performances with the result of think-pair-share strategy!

1. Material : Asking and Giving Opinion.

Question : What do you think about your bestfriend's favorite film?

"My bestfriend's name is rita. Her favorite film is titanic because she loves the plot of the story and she loves the sad ending film too".

5

2. Material : Satisfaction and dissatisfaction.

Questions : What do you think about online class? Are you satisfy with the class or not?

"Online class is good but as a students we need more practicing in English material. So if there is a choice. I choose offline class".

4

3. Material : Giving Advice and Warning

Question : What is your advice to your best friend if his decision moves to another class?

"If my bestfriend moves to another class, i will give the advice about togetherness and give him the story of us why we better not to move".

4



4. Material : Request

Question : What do you request from your brother/sister if they got money?

"if my sister got money, i want them to buy me a new phone".

4

Rubric:

Point	Fluency
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.
4	Smooth and fluid speech, few hesitations; a slight search for words; inaudible word or two.
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.

Script:

APPENDIX 6
SCRIP PRE-TEST
POST TEST

SCRIPT PRE-TEST

R1

Researcher : What do you think about your bestfriend's favorite film ?

Responden : Mmmmm, kayak asik begitu diliat, kayak bagus juga filmnya cerita-ceritanya

Researcher : What do you think about online class ? Are you satisfied or not ?

Responden : Mmmmm, ada bagusnya ada tidaknya, kalau bagusnya bisa dikerjakan nanti kalau sudah kerjakan tugas dirumah, yang tidak bagusnya jelek jaringan atau kendala lainnya.

Researcher : What do your advice to your besfriend about recent absence in class ?

Responden : Mmm, nasehatnya ? Eee.. usahakan datang sekolah supaya dii terlihat sepertiii supaya apa namanya? Eee tidak ketinggalan pelajaran.

Researcher : What do you request from your brother and sister ?

Responden : Ku minta dari saudara ku ?

Researcher : Yes

Responden : Kayak suruh ambilkan ka sesuatu, seperti ambil pulpen atau buku begitu

Researcher : Ok, thank you.

R2

Researcher : What do you think about your bestfriend's favorite film ?

Responden : Eeee.. seru, seru katanya.

Researcher : What do you think about online class ? Are you satisfied or not ?

Responden : Tidak puas ka kalau online class, kalau berlajar tatap muka lebih puas karna langsung dan penjelasannya lebih jelas, jadi bisa juga ketemu teman-teman dikelas.

Researcher : What do your advice to your besfriend about recent absence in class ?

Responden : Mmmm, apa ? Eee nda tau hehe, jangan kayak gitu deh capek orang tua ta cari uang buat sekolahkan ki, na tidak masuk ki sekolah.

Researcher : What do you request from your brother and sister ?

Responden : ndadadaji

Researcher : Ok, thank you

R3

Researcher : What do you think about your bestfriend's favorite film ?

Responden : Film horror, Eee malapetaka

Researcher : bagaimana menurutnya teman ta ? apanya yg kasi menarik ?

Responden : Anu kak, karna seram-seram baru seru juga

Researcher : What do you think about online class ? Are you satisfied or not ?

Responden : Iye, puas, karna eee anu kalau online bebas waktunya kalau kasi masuk tugas tidaj terlalu mepet waktunya. Tapi seru juga kalau offline karna bisa ketemu dengan teman-teman.

Researcher : What do your advice to your besfriend about recent absence in class ?

Responden : Eee, usahakan masuk, karna karna kek penilalaian rajin, penilaian dari kehadiran juga supaya tidak ketinggalan kelas.

Researcher : What do you request from your brother and sister ?

Responden : Suruh kasi ajar ki, bagaimana caranya menjadi lebih baik kek begitu.

R4

Researcher : What do you think about your bestfriend's favorite film ?

Responden : Bagus. Eee...menceritakan tentang hantu-hantu, terus eee... itu ji.

Researcher : What do you think about online class ? Are you satisfied or not ?

Responden : Not, karna kalau secara online susah dimengerti pelajarannya. Tugas-tugasnya tidak diberi penjelasan.

Researcher : What do your advice to your besfriend about recent absence in class ?

Responden : Jangan sering alpa,jangan bolos, eee... jangan juga malas-malas pergi sekolah. Itu ji kak.

Researcher : What do you request from your brother and sister ?

Responden : Minta motor, buat dipake ke sekolah.

R5

Researcher : What do you think about your bestfriend's favorite film ?

Responden : Film thailand, itu bagus biar dia bisa belajar juga pake bahasa Thailand.

Researcher : What do you think about online class ? Are you satisfied or not ?

Responden : Iye puas, karna meluangkan banyak waktu dirumah kerja tugas sampe malam.

Researcher : What do your advice to your besfriend about recent absence in class ?

Responden : Jangan sering alfa karna tidak nai kelas dan ketinggalan materi.

Researcher : What do you request from your brother and sister ?

Responden : Mau minta dibeliin hape, dikirimkan uang kalau gajian

Researcher : Ok, Thank you.

R6

Researcher : What do you think about your bestfriend's favorite film ?

Responden : Film pemerintahan, karna banyak pelajaran didalam tentang politik

Researcher : What do you think about online class ? Are you satisfied or not ?

Responden : Sangat membosankan, kinerja belajarnya kurang dan kurangnya penjelasan yang lewat pesan suara, yang tidak dipaparkan secara langsung

Researcher : What do your advice to your besfriend about recent absence in class ?

Responden : Aiiii... tidak ku tau jelaskan itu karna sama sama jika haha

Researcher : What do you request from your brother and sister ?

Responden : Semoga bisa menjadi lebih baik kedepannya dan supaya bisa mengubah latar belakang keluarga

R7

Researcher : What do you think about your bestfriend's favorite film ?

Responden : Anime, menarik because ???

Researcher : What do you think about online class ? Are you satisfied or not ?

Responden : Not, because I can't meet with friends.

Researcher : What do your advice to your besfriend about recent absence in class ?

Responden : Susah bu menjelaskan

Researcher : What do you request from your brother and sister ?

Responden : Motor

R8

Researcher : What do you think about your bestfriend's favorite film ?

Responden : Bestfriend's favorite film ? nda bisa ku jelaskan karna nda ku tau kak. Oh ini ee wibu, apa lek kayak tanggapanku, kayak tidak ada ji gunanya na nonton, nda berguna, mending kayak film action atau horror dibanding kayak itu film anime tidak ada gunanya buang waktu bikin stress orang.

Researcher : What do you think about online class ? Are you satisfied or not ?

Responden : Not, because class online lebih sedikit kemungkinan tidak ada interaksi antara guru dengan siswa. Jadi kayak apa nama susah dijelaskan. Dibanding dengan tatap muka lebih paham.

Researcher : What do your advice to your besfriend about recent absence in class ?

Responden : Bodoh, trauma ka saya dengan kata-katanya pak ta***m “ urusannya dia” na bilang tidak boleh ki campur urusannya orang lain dia yang bolos dia yang bodoh jadi tidak peduli, so I don’t care with my friend yang bolos itu.

Researcher : What do you request from your brother and sister ?

Responden : Jangan kurang ajar, capek ki disuruh-suruh kak. Permintaan semoga berusha jadi kakak yang baik.

Researcher : Ok.

R9

Researcher : What do you think about your bestfriend’s favorite film ?

Responden : I think my bestfriend favorite film eeeee very interested because the plot of the story isss

Researcher : What do you think about online class ? Are you satisfied or not ?

Responden : Not, karnaana, because kalau guru menjelaskan tidak secara langsung jadi susah untuk lebih dipahami

Researcher : What do your advice to your besfriend about recent absence in class ?

Responden : Nasehat saya supaya tidak absen karna akan mengurangi nilai jika sering tidak masuk kelas.

Researcher : What do you request from your brother and sister ?

Responden : saya mau minta kakak saya untuk membelikan saya motor baru

R10

Researcher : What do you think about your bestfriend’s favorite film ?

Responden : My bestfriends favorite film is Korean drama, I think Korean drama is interested because plot of the story about love story and the actor and actris so handsome

Researcher ; What do you think about online class ? Are you satisfied or not ?

Responden : Yes, eeeeeeeeeee puas, satisfied, karnaana kita bisa mengerjakan tugas dengan santai tidak terburu-buru, selain itu kita juga bisa sambil membantu orang tua mengerjakan perkerjaan rumah.

Researcher : What do your advice to your besfriend about recent absence in class ?

Responden : emmmmm jangan sering absense itu saja bu.

Researcher : What do you request from your brother and sister ?

Responden : Eeeee... kalau saya suruh minta saya mau minta untuk dibelikan handphone baru

R11

Researcher : What do you think about your bestfriend's favorite film ?

Responden : My bestfriend favorite film is anime, I think I interested with the visual of male characters and that's all.

Researcher : What do you think about online class ? Are you satisfied or not ?

Responden : Not, because when the teacher give us an assignment or homework sometimes the teacher does not provide an expalanation of the assignment so It's can did difficult to understand.

Researcher : What do your advice to your besfriend about recent absence in class ?

Responden : I don't care about. Because that is their a choice

Researcher : What do you request from your brother and sister ?

Responden : I'm the oldest, I'am not really close with them.

R12

Researcher : What do you think about your bestfriend's favorite film ?

Responden : Eeeee, my bestfriends favorite film issss horror, becausssssss menegang dan seru.

Researcher : What do you think about online class ? Are you satisfied or not ?

Responden : Not, becauseeee I can't meet with my friend dan very eeee boring

Researcher : What do your advice to your besfriend about recent absence in class ?

Responden : Eeee nasehatnya rajin masuk kelas agar tidak ketinggalan pelajaran.

Researcher : What do you request from your brother and sister ?

Responden : I will request to eeee buy new handphone

R13

Researcher : What do you think about your bestfriend's favorite film ?

Responden : I think the plot of the story iss interested

Researcher : What do you think about online class ? Are you satisfied or not ?

Responden : Eeeee sangat membosankan

Researcher : What do your advice to your besfriend about recent absence in class ?

Responden : Mmmm, jangan sering alpa karna mengurangi nilai kehadiran dan ketinggalan pelajaran.

Researcher : What do you request from your brother and sister ?

Responden : Eee anu bu mau minta dibelikan motor.

R14

Researcher : What do you think about your bestfriend's favorite film ?

Responden : I think my bestfreind like korean drama because eeeee apa le sering menghalu bu

Researcher : What do you think about online class ? Are you satisfied or not ?

Responden: Eeeee, not karna susah dimengerti bu, penjelasannya guru karna lewat vn saja.

Researcher : What do your advice to your besfriend about recent absence in class ?

Responden : Eeeee, don't always absence

Researcher : What do you request from your brother and sister ?

Responden : Eeee I will request a new bag

R15

Researcher : What do you think about your bestfriend's favorite film ?

Responden : I Think my bestfriend favorite film is interesred

Researcher : What do you think about online class ? Are you satisfied or not ?

Responden: Not, because it's so bored

Researcher : What do your advice to your besfriend about recent absence in class ?

Responden : Eeeee don't always absence because can eeeee lewatkan pelajaran

Researcher : What do you request from your brother and sister ?

Responden : I will request a new phone



APPENDIX 7
SCRIPT POST-TEST

R1

Researcher : What do you think about your bestfriend's favorite film ?

Responden : Mmmm...my bestfriend name is dio, his favorite film is horror, because his like the story

Researcher : What do you think about online class ? Are you satisfied with the class or not ?

Responden : I'am not satisfied. I think Online class is good but as a students we need more practicing in English material. So there is a choice. I choose offline class.

Researcher : What is your advice to your bestfriend if his/her decision moves to another class ?

Responden : If my bestfriend move to another class, I will give advice about togetherness and give him the story of us why we better not to move.

Researcher : What do you request from your brother/sister if they got money ?

Responden : I my sister got money, I want them to buy me a new phone.

R2

Researcher : What do you think about your bestfriend's favorite film ?

Responden : Her favorite film is upin-ipin, I think the movie is funny and also the character is friendship

Researcher : What do you think about online class ? Are you satisfied with the class or not ?

Responden : I don't really satisfied with online class, when the teacher give us an assignment sometimes the teacher does not explain about the text, so it's can that difficult for me to understand about that.

Researcher : What is your advice to your bestfriend if his/her decision moves to another class ?

Responden : If my bestfriends move another class, I visit his move to another class.

Researcher : What do you request from your brother/sister if they got money ?

Responden : I'am the oldest and to be honest I'am not really close with them, so I don't know to ask for.

R3

Researcher : What do you think about your bestfriend's favorite film ?

Responden : Eeee, my bestfreind name is felia, her favorite fielm is Korean drama beause she like the story.

Researcher : What do you think about online class ? Are you satisfied with the class or not ?

Responden : Online class is good but as a student we need more practicing and English material. So if there is a choice. I chose offline class.

Researcher : What is your advice to your bestfriend if his/her decision moves to another class ?

Responden : Eeee, if my bestfriend to another class, I will advice we better not to move.

Researcher : What do you request from your brother/sister if they got money ?

Responden : If my brother and sister got money I want them to buy me a newwww laptop.

R4

Researcher : What do you think about your bestfriend's favorite film ?

Responden : His favorite film is eeeeeeeeeee.... he love story and eeeeeeeeeeee..... sad ending too

Researcher : What do you think about online class ? Are you satisfied with the class or not ?

Responden : Online class is good but as a student we need more practicing and English material. So there is a chice. I chose offline class

Researcher : What is your advice to your bestfriend if his/her decision moves to another class ?

Responden : If my bestfriend move to another class, I wiil advice about togetherness and give him the story about us we better not to move.

Researcher : What do you request from your brother/sister if they got money ?

Responden : If my brother got money I want he to buy me a new phone.

R5

Researcher : What do you think about your bestfriend's favorite film ?

Responden : My best friend favorite film is Korean drama, Because she like the love story and sad ending too

Researcher : What do you think about online class ? Are you satisfied with the class or not ?

Responden : Online class is good but as a student we need more practicing in English material.

Researcher : What is your advice to your bestfriend if his/her decision moves to another class ?

Responden : If my besdfriend move to another class I will advice about togetherness and give her story about us we better not to move

Researcher : What do you request from your brother/sister if they got money ?

Responden : If my sister got money I want she buy me a new phone

R6

Researcher : What do you think about your bestfriend's favorite film ?

Responden : Revan favorite is one piece he like the plot of the story,

Researcher ; What do you think about online class ? Are you satisfied with the class or not ?

Responden ; Yes not satisfied because online class is not good

Researcher : What is your advice to your bestfriend if his/her decision moves to another class ?

Responden : If my bestfriend move to another class I will advice about togetherness and him story about us why we better not move to another class.

Researcher : What do you request from your brother/sister if they got money ?

Responden : If my sister got money I want she to buy me a new phone

R7

Researcher : What do you think about your bestfriend's favorite film ?

Responden : Her favorite film is titanic, because she loves the ploy of the story and she loves the sad ending film too.

Researcher : What do you think about online class ? Are you satisfied with the class or not ?

Responden : Online class is good but as a student we need more practicing in English material. So if there is a choice I wiil choose offline class.

Researcher : What is your advice to your bestfriend if his/her decision moves to another class ?

Responden : If m best friend ,ove to another class, I will give advice about togetherness and give him the story of us wh we better not to move to another class

Researcher : What do you request from your brother/sister if they got money ?

Responden : If my sister got money I want she to buy me a new phone

R8

Researcher : What do you think about your bestfriend's favorite film ?

Responden : My friend is riska, she like korean drama because she like the story and the Korean actor

Researcher : What do you think about online class ? Are you satisfied with the class or not ?

Responden : Online class is good

Researcher : What is your advice to your bestfriend if his/her decision moves to another class ?

Responden : If my bestfriend move to another class I will advice that we better not to move to another class.

Researcher : What do you request from your brother/sister if they got money ?

Responden : If my brother and sister got money I will ask them to buy a new laptop

R9

Researcher : What do you think about your bestfriend's favorite film ?

Responden : Eeeee his favorite film is Dora Explorer because he an adventure and journey of the film.

Researcher : What do you think about online class ? Are you satisfied with the class or not ?

Responden : Online class is good but as a student we need more practicing in English Material. So there is choice, I will choose offline class

Researcher : What is your advice to your bestfriend if his/her decision moves to another class ?

Responden :

Researcher : What do you request from your brother/sister if they got money ?

Responden : If my sister got money I want to buy me a new phone

R10

Researcher : What do you think about your bestfriend's favorite film ?

Responden : My bestfriend favorite film is Japanese and Korean drama because she like the plot of the story

Researcher : What do you think about online class ? Are you satisfied with the class or not ?

Responden : I'm not satisfied, online class is something that never I expected that will held in two years, I don't feel that I like it.

Researcher : What is your advice to your bestfriend if his/her decision moves to another class ?

Responden : If my friend go to another class I will advice about the love and give her the strenge

Researcher : What do you request from your brother/sister if they got money ?

Responden : If my sister got money I want to buy e a house

R11

Researcher : What do you think about your bestfriend's favorite film ?

Responden : My bestfriend favorite film train to busan, Korean film, because the film is very excited about the virus

Researcher : What do you think about online class ? Are you satisfied with the class or not ?

Responden : Online class is good but as a student we need more practicing in English material. So if there is a choice, I will choose offline class

Researcher : What is your advice to your bestfriend if his/her decision moves to another class ?

Responden : If my bestfirend move to another class I will give advice about togetherness about us and why better not move to another class

Researcher : What do you request from your brother/sister if they got money ?

Responden : If my sister got money I want she to buy a new a motorcycle

R12

Researcher : What do you think about your bestfriend's favorite film ?

Responden : Favorite film is titanic, because she loves the plot of the story and loves ending film too.

Researcher : What do you think about online class ? Are you satisfied with the class or not ?

Responden : Online class is good but as a student we ned more practicing in English materual. So is there is a choice. I choose a offline class.

Researcher : What is your advice to your bestfriend if his/her decision moves to another class ?

Responden : if my bestfriend move to another class I will advice about togetherness and give her the story about us why we better not to move.

Researcher : What do you request from your brother/sister if they got money ?

Responden : If my sistr got money I want she to buy a new phone

R13

Researcher : What do you think about your bestfriend's favorite film ?

Responden : My bestfriends and I , favorite film is horror because we like the plot of the story

Researcher : What do you think about online class ? Are you satisfied with the class or not ?

Responden : Online class is something that never I expected that will held in two years, I don't feel that I like it.

Researcher : What is your advice to your bestfriend if his/her decision moves to another class ?

Responden : If my friend go to another class I will advice about the love and give her the strengce

Researcher : What do you request from your brother/sister if they got money ?

Responden : If my sister got money I want she to buy me a new bag.

R14

Researcher : What do you think about your bestfriend's favorite film ?

Responden : His favoriye film is anime because he like th eplt of the story

Researcher : What do you think about online class ? Are you satisfied with the class or not ?

Responden : online class is good but as a student we need more practicing in English material. So if there is a choice, I will choose offline class

Researcher : What is your advice to your bestfriend if his/her decision moves to another class ?

Responden : If my bestfriend moves to another class I will advice about togetherness and the story about us why we better not to move.

Researcher : What do you request from your brother/sister if they got money ?

Responden : If my brother and sister got money I want them to buy me a new motorcycle

R15

Researcher : What do you think about your bestfriend's favorite film ?

Responden : My bestfriend favorite film is anime, I think I interested with the visual of male characters and that's all.

Researcher : What do you think about online class ? Are you satisfied with the class or not ?

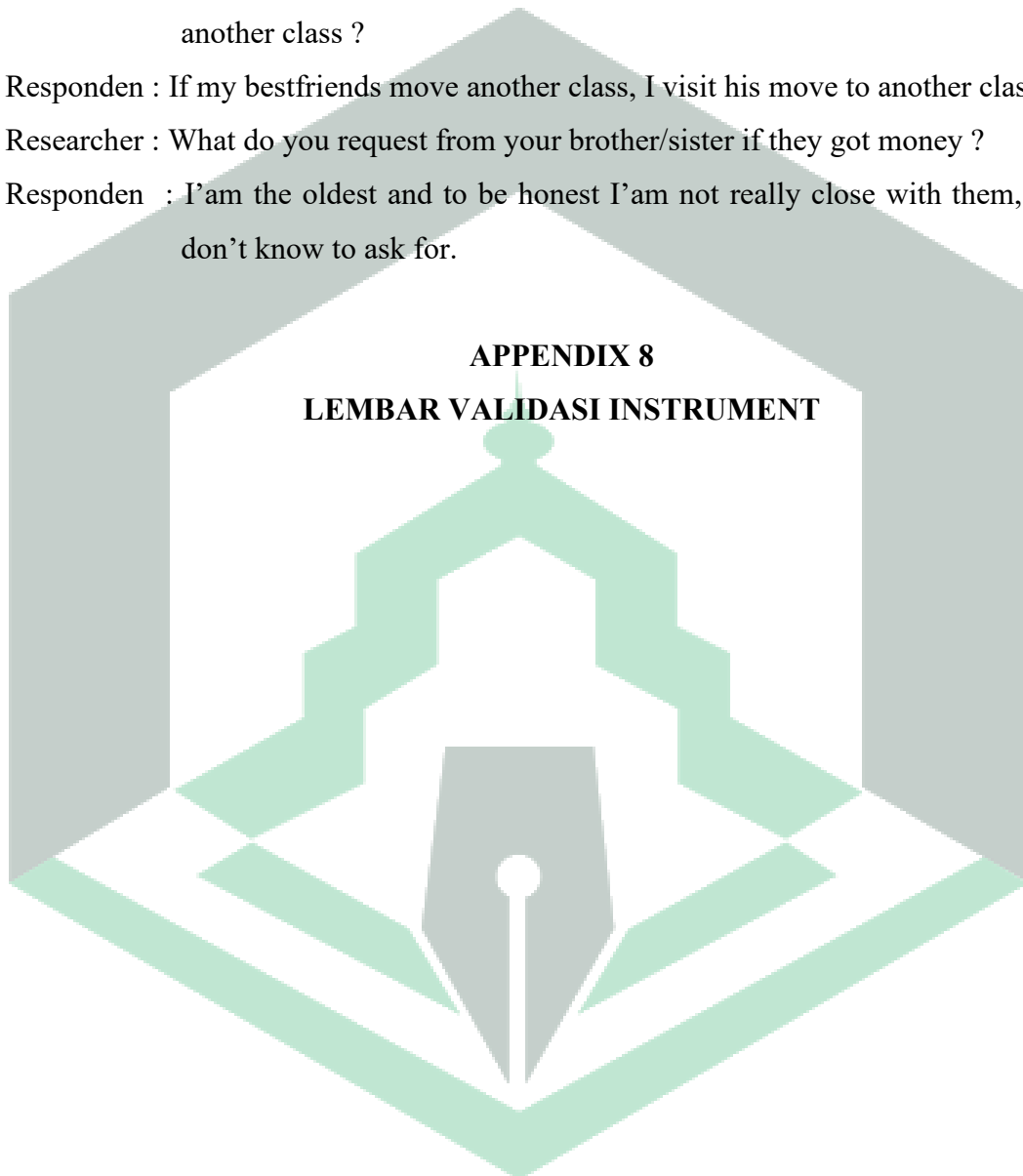
Responden : Not, because when the teacher give us an assignment or homework sometimes the teacher does not provide an expalanation of the assignment so It's can did difficult to understand.

Researcher : What is your advice to your bestfriend if his/her decision moves to another class ?

Responden : If my bestfriends move another class, I visit his move to another class.

Researcher : What do you request from your brother/sister if they got money ?

Responden : I'am the oldest and to be honest I'am not really close with them, so I don't know to ask for.



APPENDIX 8

LEMBAR VALIDASI INSTRUMENT

**LEMBAR VALIDASI INSTRUMEN
EVALUASI UNTUK AHLI BAHASA**

Judul : *The Effectiveness of Think Pair Share Strategy to Improve The Student Speaking Skill at The Eleventh Grade of SMAN 2 Latah*

Pernyataan Pengisian

1. Lembar penilaian kelengkapan isi meliputi aspek pendahuluan, isi, bahasa
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Dukungan skala penilaian adalah sebagai berikut:
 - 1: tidak layak
 - 2: kurang layak
 - 3: cukup layak
 - 4: layak
 - 5: sangat layak
4. Anda dituntut kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

A. Penilaian Kelengkapan

NO	URAIAN	Kelengkapan				
		1	2	3	4	5
I	Aspek Isi					
	a. Tujuan penelitian dinyatakan dengan jelas					✓
	b. Tujuan kegunaan dinyatakan dengan jelas					✓
	c. Pernyataan pengantar kegunaan mudah di pahami					✓
II	Aspek Cakupan (isi)					
	a. Data-bahan kegunaan mencakup data yang berhubungan dengan cakupan isi materi tersebut					✓
	b. Data-bahan kegunaan mencakup data yang berhubungan dengan penggunaan bahasa di dalam					✓

	materi baik dan benar					
	h. Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.					✓
	i. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.					✓
	j. Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikan memadai.					✓
III	Aspek Bahasa					
	e. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.					✓
	f. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.					✓
	g. Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.					✓
	h. Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.					✓

F. Komentar

.....

.....

.....

.....

.....

.....

G. Saran

.....

.....

.....

.....
.....
.....
.....
.....

D. Kesimpulan

- Instansi keagenan ini dianggap salah satu pilihan
1. Tidak dapat digunakan
 2. Dapat digunakan
 3. Dapat digunakan dengan perubahan sebagai berikut
-
.....
.....
.....

Proppo, 05 - Oktober - 2024

Pemiat Keagamaan

Dr. Masrullo, S.S., M.Hum.

**LEMBAR VALIDASI INSTRUMEN
EVALUASI UNTUK AHLI MATERI**

Judul : *The Effectiveness of Think Pair Share Strategy to Improve The Student Speaking Skill at The Eleventh Grade of SMAN 2 Luruk*

Petunjuk Pengisian

5. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
6. Berilah tanda (+) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
7. Pedoman skala penilaian adalah sebagai berikut:
 - 1: tidak layak
 - 2: kurang layak
 - 3: cukup layak
 - 4: layak
 - 5: sangat layak
8. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

E. Penilaian Kelayakan

NO	URAIAN	Kelayakan				
		1	2	3	4	5
I	Aspek Isi					
	d. Tujuan penelitian dinyatakan dengan jelas				✓	
	e. Tujuan kuesioner dinyatakan dengan jelas					✓
	f. Peringkat pengisian kuesioner mudah di pahami					✓
II	Aspek Cakupan (isi)					
	f. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai					✓
	g. Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa di dalam					✓

	materi baik dan benar.						
c.	Butir-butir kuesioner mencakup data yang berhubungan dengan aktivitas pembelajaran memadai.						✓
d.	Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.						✓
e.	Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikan memadai.						✓
III	Aspek Bahasa						
a.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.						✓
b.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.						✓
c.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.						✓
d.	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.						✓

B. Komentar

.....

.....

.....

.....

.....

.....

C. Saran

.....

.....

.....
.....
.....
.....
.....

11. Kesimpulan

Instrumen kuesioner ini (tinggalkan salah satu pilihan):

4. Tidak dapat digunakan
 5. Dapat digunakan
 6. Dapat digunakan dengan perbaikan sebagai berikut
-
.....
.....
.....

Palopo, 06 - Oktober - 2021

Penilai Keptyskan



Rehmawati, S.Pd.

APPENDIX 9
UJI VALIDITAS
PRE-TEST

UJI VALIDITAS PRE TEST

Correlations

		Q1	Q2	Q3	Q4	TOTAL
Q1	Pearson Correlation	1	.790**	.884**	.906**	.941**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	15	15	15	15	15
Q2	Pearson Correlation	.790**	1	.835**	.922**	.926**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	15	15	15	15	15
Q3	Pearson Correlation	.884**	.835**	1	.948**	.962**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	15	15	15	15	15
Q4	Pearson Correlation	.906**	.922**	.948**	1	.988**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	15	15	15	15	15
TOTAL	Pearson Correlation	.941**	.926**	.962**	.988**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	15	15	15	15	15

** . Correlation is significant at the 0.01 level (2-tailed).

Questions item are valid if $r_{hitung} > r_{tabel}$, where r_{tabel} can be seen at r statistic tabel, where

df value = $N-2$

df value = $15 - 2 = 13$

t value = 0,514

If $r_{item} < 0,514$ = rejected

If $r_{item} > 0,514$ = accepted

Tabel Hasil Uji Validitas Soal Essay

Butir Soal	r Hitung	r Tabel	Keterangan
Q1	0.941	0.514	Valid
Q2	0.926	0.514	Valid
Q3	0.962	0.514	Valid
Q4	0.988	0.514	Valid

UI RELIABILITY

Case Processing Summary

		N	%
Cases	Valid	15	100.0
	Excluded ^a	0	0.
	Total	15	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.978	5

If the Cronbach's Alpha value is closer to 1, the questions are reliable. Based on the table above, the Cronbach's Alpha value is .978 which is closest to 1.

UJI VALIDITAS POST-TEST

UJI VALIDITAS POST-TEST

Correlation

		Q1	Q2	Q3	Q4	SCORE
Q1	Pearson Correlation	1	.411	.694**	.552*	.762**
	Sig. (2-tailed)		.128	.004	.033	.001
	N	15	15	15	15	15
Q2	Pearson Correlation	.411	1	.660**	.762**	.838**
	Sig. (2-tailed)	.128		.007	.001	.000
	N	15	15	15	15	15
Q3	Pearson Correlation	.694**	.660**	1	.718**	.905**
	Sig. (2-tailed)	.004	.007		.001	.000
	N	15	15	15	15	15
Q4	Pearson Correlation	.552*	.762**	.718**	1	.910**
	Sig. (2-tailed)	.033	.001	.001		.000
	N	15	15	15	15	15
SCORE	Pearson Correlation	.762**	.838**	.905**	.910**	1
	Sig. (2-tailed)	.001	.000	.000	.000	
	N	15	15	15	15	15

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Questions items are valid if $r_{hitung} > r_{tabel}$, where r_{tabel} can be seen at r statistic tabel, where df value = $N-2$

df value = $15 - 2 = 13$

t_{d} value = 0,514

If $r_{item} < 0,514$ - rejected

If $r_{item} > 0,514$ - accepted

Tabel Hasil Uji Validitas Soal Essay

Batr Soal	r Hitung	r Tabel	Keterangan
Q1	0.762	0.514	Valid
Q2	0.838	0.514	Valid
Q3	0.905	0.514	Valid
Q4	0.910	0.514	Valid

UI RELIABILITY

Case Processing Summary

		N	%
Cases	Valid	15	100.0
	Excluded ^a	0	.0
	Total	15	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.926	5

If the *Cronbach's Alpha* value is close to 1, the questions are reliable. Based on the table above, the *Cronbach's Alpha* value 0,926 which is closest to 1. As the conclusion, the questions are reliable.

APPENDIX 11
HASIL TURNITIN

**INSTITUT AGAMA ISLAM NEGERI PALOPO**
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agaria, Balanda, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22016
Website: www.iainpalopo.ac.id Email: info@iainpalopo.ac.id

SURAT KETERANGAN
No. 1158/In.19/FTIK/PB/PP.00.9/04/2021

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

Nama : Hujayana
NIM : 27 0202 0058
Semester : X (sepuluh)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Seminar Hasil/Munawaroh

Dari hasil pemeriksaan menerangkan bahwa proposal/tesis yang diperiksa memiliki tingkat similarity 24%. Sebagaimana terlampir hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 11 April 2022

Mengetahui,
Rektore Prodi,

Muhammad Yahya, S.E., M.Hum.
NIP. 197710132009032006

Admin Turnitin Prodi,

Muhammad Rizan, S.Pd., M.Pd.
NIP. 198002272016011001

APPENDIX 12

DOCUMENTATION



Picture 1
The Researcher did the pre-test



Picture 2
The Researcher did the first treatment



Picture 3
The Researcher did the second treatment



Picture 4
The Researcher did the third treatment



Picture 5
The Researcher did the fourth



Picture 6
The Researcher did the post-test

APPENDIX 13

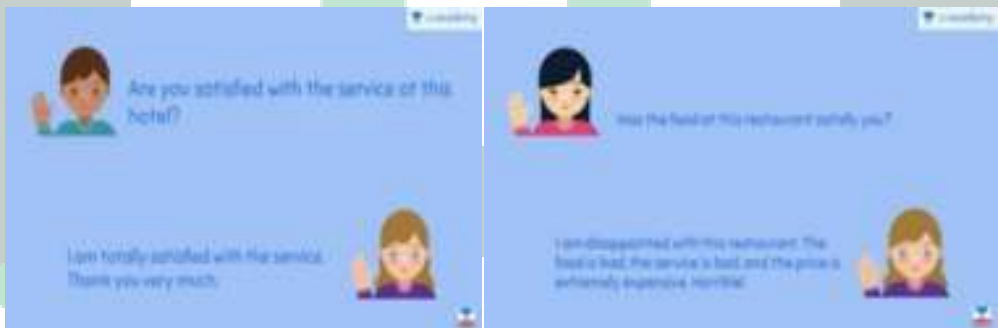
SCREENSHOT VIDEO OF MATERIAL

TREATMENT I

ASKING AND GIVING OPINION



TREATMENT II
SATISFACTION AND DISSATISFACTION



TREATMENT III
GIVING ADVICE AND WARMING



TREATMENT IV REQUEST



