

**TEACHING SPEAKING SKILL THROUGH *THINK PAIR  
SHARE* (TPS) STRATEGY AT THE ELEVENTH YEAR  
STUDENTS OF MAN PALOPO**



**A THESIS**

**Submitted to the English Language Studies of S1 Tarbiyah Departement  
of State College for Islamic Studies of Palopo  
in Partial Fulfillment of Requirement  
for S.Pd. Degree in English Teaching**

**By,**

**NUR AZISA  
09.16.3.0147**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMEN  
OF THE STATE COLLAGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO  
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***The Researcher***

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## ABSTRACT

**Nur azisa**, 2014. “*Teaching Speaking Skill Through Think Pair Share (TPS) Strategy At The Eleventh Year Students of MAN Palopo*”. Thesis english study program tarbiyah department STAIN palopo. Consultant (I) Wisran, (II) Wahibah.

Key words: Teaching speaking skill, Think Pair Share, MAN Palopo.

This thesis deals with Teaching speaking skill through think Pair Share at the Eleventh year students of MAN Palopo. The problem statements of this thesis “Is the use of think pair share effective in teaching speaking at the eleventh year students of MAN Palopo and How is the students response toward the use of Think Pair Share at the eleventh year students of MAN Palopo?”

The objectives of the research are to find out whether or not Think Pair Share strategy is effective in teaching speaking and to know the students’ response toward the use of Think Pair Share strategy in teaching speaking skill.

This research strategy experimental research with one group of pre-test and post-test design. This research was undertaken at the eleventh year students of MAN Palopo. The number of population were 120 students and the research took 20 students as samples using the purposive sampling technique. The researcher used test and questionnaire as instruments of the data collection.

The result of this research shows that there were significant developments on students’ speaking skill at the eleventh year students of MAN Palopo after conducting the treatments by using Think Pair Share. In which, the score of  $t_{test}$  (17) is bigger that the score of  $t_{table}$  (2,681). It means that Think Pair Share gives significant improvement to the students’ speaking skill. In addition, the researcher found almost all of the students gave positive response toward Think Pair Share strategy in learning speaking.

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## CHAPTER 1

### INTRODUCTION

#### A. *Background*

Language is a means of human communication which exists whenever and wherever human being exist because it is an integral part of human life that makes human being, dynamic and different from animal. Without a language, we will find difficulties in our life.<sup>1</sup>

English as International language has an important role in this globalization era. It is a key to open the word of scientific and technical knowledge, which is needed for the economic and politic development of many countries and it is also a top requirement of those seeking job applicants who master either active or passive English are more favorable than those a who do not. From that fact, it is obvious that everybody need to learn English.<sup>2</sup>

There are four skill in language namely, Listening, Reading, Writing and Speaking. Speaking is one of skill that should be paid much attention by the students, if they will interact to another people in their surrounding, more over if they want talking to foreigner. Speaking language is especially difficult for foreign language

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<sup>1</sup> Madehang, *improving Students 'communicative competence through group discussion year students of pesantren modern Datok Sulaiman Palopo* (A thesis for sarjana Agama Fakultas Tarbiyah Alauddin Ujung Pandang 1997), P, 1.

<sup>2</sup> Hasriani, *Improving Students' Speaking Skil Through Debating Activity At The Eleventh Grape Of SMA Negeri 2 Palop*, (Palopo: Sekolah Tinggi Agama Islam Negeri, 2009), p.1.

learners because effective oral communication requires, the ability to use the language appropriately in social interaction.<sup>3</sup>

Whole around the world recently, where the people encourage that English as their target or second language used based on whole interactions and communication holding the dominant role of very aspects of their life. English is most widely used in teaching learning process of broader educational occasions either formal or informal environment.

However, it is not easy to master all the skill, there must be one important skill that covers the whole skills. Based on the statement above speaking is the most important skill that should be mastered by students in order to communicate in English fluently. In this case, the students must study hard to master it and the teacher should create a good atmosphere in class.

However, it is contrary to the real situation in class. Speaking activities do not work in class because many factors prevent student from speaking English with their friends. They are afraid of making mistakes, of being laughed at by his or her friends and of having lack of confidence in their ability.

Considering problem, relating to speaking activities in class and helping students to improve their speaking skill is part of the teacher's Job. He or she is expected to have right teaching techniques to provide student with appropriate teaching materials and to create a positive classroom environment. Therefore, the

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<sup>3</sup> Jack C. Richad and Willy A. Renandya, *Methodology In Language Teaching*, (Ed. 1; New York: Cambridge University press, 2002), p. 204.

students will have opportunity to use English among themselves. The teaching learning process should not only happen between teacher and students but also between students and students.

Speaking is an activity used by some one to communicate with other. It takes place very where and has become part of our daily activities. When some one speaks, he or she interacts and uses the language to express his or her ideas, feeling and thought he or she also shares information to other through communication. In the classroom, the teacher must create the situation that can encourage real communication, many activities can be designed to make learners' element lively.

Think Pair Share Strategy is one of the techniques that can be applied in teaching speaking because Think Pair Share Strategy is one of potential activity that gives students feeling of freedom to express themselves. Think Pair Share Strategy are also potentially useful to encourage students of interact with each other orally. In this research, the researcher focuses on the Think Pair Share Strategy.

The quality of English as based competence skill has big role big in improving students' English, by understanding speaking English some one will be able to interact among people, foreigner or not. So that speaking is important thing to open our mind set in our life to get what we want. whether it be communicating one on one or to a larger audience. Building rapport, a connection with the audience allows them to feel part of the relationship, valued and considered. When that occurs and they engage and respond it allows positive two-way communications to begin to

develop. Then have feedback in order for the conversation to progress in a satisfactory manner.

This research was conducted to improve the students' speaking ability in English by using the think pair share strategy. The strategy was implemented through a classroom action research. The implementation of think pair share strategy involved three major stages of teaching and learning English, namely: Firstly, thinking: Students thought independently about the questions that have been posed, forming ideas of their own. Secondly, pairing: Students were discussing their thoughts in pairs. This step allows students to articulate their ideas and to consider those of others. Thirdly, sharing: Students shared their ideas with other pairs and the whole class.

The reason for using Think Pair Share Strategy is you give more opportunities to students to make in speaking during the times allocated. The researcher assumes that Think Paire Share Strategy are combination between language practice and fun. They can express their ideas freely because they do activites with their friends. This Think Pair Share Strategy is also easy to admiser and flexible in terms of subject matter and design.<sup>4</sup>

Therefore, the researcher took MAN Palopo as place to develop speaking skill, because the researcher look at students ability is very low because the students

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<sup>4</sup> <http://fisikasma-online.blogspot.com/2010/12/model-pembelajaran-kooperatif-tipe.html#lxzzluZMNTS9s>

face difficulties when they want to English. Because the teacher use text book as teaching materials. Teacher can't use good method of learning and using appropriate media to give students. They are not motivated to speak English than they also shy speak English. Finally, students are more passive in the classroom.

So the researcher interested to carry out the title: "Teaching speaking through of Think Pair Share Strategy at the eleventh year students of MAN Palopo".

### **B. Problem Statement**

Based on the statment above, the researcher gives a question as follows:

1. Is the use of Think Pair Share Strategy effective in improving students' speaking skill at the eleventh year students of MAN Palopo?
2. How is the students response toward the use of Think Pair Share Strategy At the eleventh year students of MAN Palopo?

### **C. Objective of the Research**

Relevant to the problem statement above the writer formulates the objective of the research as follow:

1. To find out whether or not Think Pair Share Strategy is effective technique in improving speaking skill at the eleventh year studentsn of MAN Palopo.
2. To know about the students' response toward Think Pair Share Strategy.

#### ***D. Significance of the Research***

The result of this research is expected to be useful information for students especially to the students at the eleventh year student MAN Palopo. Who want to up grade their speaking through the specially the result of this research be useful:

1. To the teacher give contribution to the students of English in general especially for the students at MAN Palopo.
2. To the students give new information to the students of English to teaching their speaking.

#### ***E. Scope of the Research***

The researcher presented some matters about the improvement of studernts' English speaking skill through Think Pair Share Strategy at the eleventh year students of MAN Palopo. It is focused on three aspects of speaking namely: fluency, accuracy, and comprehensibility. The topics were given to the studeents are: **Education in Indonesia, Internet, juvenile deliquency.**

#### ***F. Definition of Terms***

Based on the title “ Teaching speaking skill through Think Pair Share Strategy at the eleventh year students'of MAN Palopo. The researcher gives definition as follows:

1. Strategy is a wide variety of daily classroom activities such as concept discussions.

2. Think-Pair-Share is a cooperative discussion strategy developed by Frank Lyman and his colleagues in Maryland. It gets its name from the three stages of students from the three stages of student action with emphasis on what students are to be doing at each of those stages.



**IAIN PALOPO**

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### ***A. Previous of Related Findings***

In writing this thesis the researcher finds some researches related which make the researcher eager to the research, those are:

1. Idayanti in her thesis under the title of improving students speaking skill through coopererative strategy to the tenth year of SMK Analis Mandala Bhakti Palopo found that the use of cooperative learning improved the students' interest and students' achievement.<sup>1</sup>

2. Khaeruddin in his thesis under the title of Improving Students' Speaking Skill Through Group Investigation Method at The Third Semester of English Department STAIN Palopo found that through investigation method, the students have many chance to find out the truth of the topic.<sup>2</sup>

3. A research was done by Hasriani about the effectiveness of debating in teaching method in improving students' speaking skill at the elevent grade of students of SMAN 2 Palopo and that the students have good impression toward debating

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<sup>1</sup> Idayanti, *Improving Students' Speaking Skill Through Cooperative Strategy to the tenth year of SMK Analis Mandala Bhakti Palopo* (Palopo: STAIN Palopo, 2010),p.71

<sup>2</sup> Khaeruddin, *Improving Students' speaking skill through group investigation at the third semester of English Department STAIN Palopo* ( Palopo : STAIN Palopo, 2010),p.59

method. Interesting topics could help the students to express their opinions and their thoughts and this method could improve their speaking ability.<sup>3</sup>

### **B. Theories of Speaking Skill**

Speaking a language is especially difficult for foreign language learners because Effective oral communication requires the ability to use the language appropriately in social interaction.<sup>4</sup> According to Jack. C. Richard and Willy A. Renandya, speaking is used for many different purposes and each purpose involves different skill. For example, speaking is used to make social contact with people, when we engage in discussion with someone. In other, the purpose may be to seek or express opinions or to describe things to complain about people's behavior.<sup>5</sup> In other view, speaking is fundamentally act.<sup>6</sup>

Speaker talks in order to have some effects on their listeners. They assert things to change their state of knowledge. They ask them questions to get to provide information.

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<sup>3</sup> Hasriani, *Improving Students' Speaking through Debating activity at the eleventh Grade Of SMA Negeri 2 Palopo*, (Palopo: Sekolah Tinggi Agama Islam Negeri, 2009), p. 71.

<sup>4</sup> Jack C. Richard and Willy A. Renandya, *Methodology in language Teaching*, (New York : Cambridge University Press), p. 200

<sup>5</sup> *Ibid.*, p.201

<sup>6</sup> Herbert H. Clark and Eve V. Clark, *Psychology and language an introduction to psycholinguistics* (USA: harcourt javanich inc., 1977), p. 223

Speaking is one of the central elements of communication. In EFL teaching, it is an aspect that needs special attention and instruction. In order to provide effective instruction, it is necessary for teachers of EFL to carefully examine the factors, conditions, and components that underlie speaking effectiveness. Effective instruction derived from the careful analysis of this area, together with sufficient language input and speech-promotion activities, will gradually help learners speak English fluently and appropriately.<sup>7</sup>

In other view, Speaking is fundamentally an instrument act. Speaking talks in order to have some effect on their learners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them. And they promise, warn and explain to effect them in still other ways.<sup>8</sup>

Speaking is used for many different purposes and each purpose involves different skills. For example the purpose may be to make social contact with people to establish rapport or to engage in the harmless that occupies much of the time that spend with friends. People engage in discussion with someone on the other hand, the purpose may be to seek or express opinions to persuade someone about something or to clarify information. In some situation, people use speaking to give instructions or

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<sup>7</sup> Jack C. Richards and Willy A. Renandya, *Methodology In Language Teaching*, (Ed. I; New York: Cambridge University Press, 2002), p. 210.

<sup>8</sup> Nasrullah, *Improving Speaking Skill Through Retelling Story At The Tenth Year Students Of Madrasah Aliyah Negeri Palopo*, (Palopo: Sekolah Tinggi Agama Islam Negeri, 2008), p. 6.

to get things done. People may use speaking to describe things, to complain about people's behaviors or to make polite request.<sup>9</sup>

To create a good interaction, people should understand each other, people produces sound and word when they are speaking but sound and word get nothing if they are not constructed in right direction. Each speaker has unique ways to convey some information and messages to the listener. Sometimes the message has been transferred by the speaker could not be accepted by the listener perfectly and clearly.

It is caused by the differences that people faced. For example culture, behavior, tradition, dialect and etc. Those problems become complicated if people want to learn foreign language and it means that people should know how to speak as perfect as they can. According to Jack Richards and Willy, speaking proficiency as depending as grammatical competence, discourse competence, sociolinguistic competence and strategic competence.<sup>10</sup>

Most of the student graduating from primary and secondary school and even from universities cannot states their thoughts and opinions correctly and effectively. Whereas in fact, speaking is one of the most significant indicators of knowing a language. As social beings, people need to communicate one another. When people

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<sup>9</sup> Jack. C. Richard S and Willy. A Renandya, *Methodology in Language Teaching*, (United Kingdom: Cambridge University Press 2002), p. 201

<sup>10</sup> Ibid p. 207

say communication, what comes to mind is speaking which is an oral that taking place between people.<sup>11</sup>

### 1. Speaking as Productive Skill

Language is the main tool of communication for human beings that consist of four skills they are listening, Speaking, Reading and Writing. Richard said that conversational is a complex set of abilities that involves many components, including pronunciation, listening and grammar skill.<sup>12</sup>

The aim of language teaching courses are very commonly defined in terms of four skills: speaking, understanding speech or listening, reading and writing. Speaking and listening are said to related to language expressed through aural medium and reading and writing are said to language expressed through visual medium another way of representing these skills is by reference not to the medium but to the activity of the language user. Speaking and writing are said to be use, therefore, is part of reciprocal exchange in which but reception and production active, or productive skills whereas listening and reading are said to be passive or receptive skills.<sup>13</sup> We can express these conventional notions in a simple diagram as follows:

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<sup>11</sup> Hasriani, *Improving Students' Speaking Skill Through Debating Activity At The Elevent Grade Of SMA Negeri 2 Palopo*, (Palopo: Sekolah Tinggi Agama Islam Negeri, 2009), p. 9.

<sup>12</sup> Nurhayati Usman, *Improving Students' English Speaking skill at The Tenth year Of Pesantren Moderen Datok Sulaiman Putri Palopo Through Language Learning Community*, (Palopo: Sekolah Tinggi Agama Islam Negeri, 2008), p. 6.

<sup>13</sup> Muhammad Amin Rasyid and Hafsa J. Nur, *Teaching English as a Foreign Language (TEFL) in Indonesia*, (Departement of English education, FPBS IKIP: Ujung Pandang. 1997), p. 195.

	Productive/Active	Receptive/Passive
Aural Medium	Speaking	Listening
Visual Medium	Writing	Reading <sup>14</sup>

Deriving from the understanding of what other people have already said, speaking as an instance play a part, in this sence of the skill of speaking involve but receptive and producitive participation. Speaking feeds on listening, this precedes it. Usually, one person speaker and the other respond through attending by means of the listening process in fact, during interaction every speaker plays double role both as a listener and as a speaker. “While listening, learners must comprehend the text by retaining infomation in memory.” Integrate it with what follow and continually adjust their understanding of what they hear in the light of prior knowladge and of incoming information.

If one can not understand what is said, one is certainly unable to respond so speaking is closely related to or interwoven with listening.<sup>15</sup> The act of speaking involves not only the production of sound but also the use of gesture, the movements of the muscles or the face an indeed of whole bodies, all of these nonvocal accompaniments of speaking. As a communication activities are transmitted through

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<sup>14</sup> Nurhayati Usman, *Op. Cit.* p. 7.

<sup>15</sup> Hasriani, *Improving Students' Speaking Skill Through Debating Activity At The Eleventh Grade Of SMA Negeri 2 Palopo*, (Palopo: Sekolah Tinggi Agama Islam Negeri, 2009), p. 10.

the visual medium. When people think of speaking in this way, therefore it is no longer true that it is associated solely the oral medium.<sup>16</sup>

Communication is more than just a message being transmitted from a speaker to a listener. The speaker at the same time both subject and object of his own message...Communication involve not just the unidirectional transfer of information to the other, but the very constitution of the speaking subject in relation to its listener... communication is an exchange which is incomplete without a feedback reaction from the destine of the message.<sup>17</sup>

At any point in a speech event speakers can rephrase what they are saying: they can speed up or slow down, this will often on to be done in respond to the feedback they are getting from the listener who will show through a variety of gestures expression and interruptions that they don't understand and in a face to face interaction the speaker can use a whole range af facial expression, gesture and general body language to convey the message.<sup>18</sup> Communicative competence becomes the central element to improve the leaners' ability in speaking proficiency communicative competence includes.

a. Grammatical competence

Grammatical competence is an umbrella concept that includes increasing expertise in the grammar ( morphology, syntax, vocebulary, and mechanics) the term

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<sup>16</sup> *Ibid*

<sup>17</sup> *Ibid*

<sup>18</sup> *Ibid*, p.11

mechanics refers to the basic sound of letter and syllable, pronunciation of words, intonation, stress, and fluency.

b. Discourse competence

Which is concerned with inferential relationship in this course, whether formal or informal the roles of cohesion and coherence apply. Which aid and holding communication in a meaningful way. Effective speaker should acquire a large repertoire of structures and discourse markers to express ideas, show relationship of time, and indicate cause contrast and emphasize.

c. Sociolinguistic Competence

Learners must have competence which involves knowing what is expected socially and culturally by users of the target language. That is learners must require the roles and norms governing the appropriate timing and realization of speech acts. Understanding the sociolinguistics side of language help learners to know what comment is appropriate.

d. Strategic Competence

Strategic competence refers to the ability to know when and how to take the floor, how to keep a conversation going, how to terminate the conversation and how to clear up communication breakdown as well as comprehension problems.

The writer compares this theory with a book that written by J. B. Hilton, rating scales to value the digress of learners speaking ability the rating scale includes accuracy, fluency and comprehensibility.<sup>19</sup>

Speech is produced utterance, in response to the word by word and utterance by utterance productions of the person we are talking to. Base on the point speaking involved. The act of speaking involves not only production af sound.

#### 1. Conceptualization

Conceptualize the story-in term of its discourse type, its topic and its purpose.

#### 2. Formulated

Making strategic choices at the level of discourse, syntax, vocabulary, pronunciation (stress) and meaningful use of intonation ( pitch direction).

#### 3. Articulation

Articulation involves the use of the organs of speech to produce sounds. A stream of air is produced in the lungs, driven though the vocal cords and ‘shaped’ by among other things. The position and movement of the tongue, teeth and lips. Consonant sounds are determined by the point at which at air stream is obstructed e. g. at the lips or teeth- and the kind of contraction he air stream is subjected to e.g. Whether it is made to ‘pop’ or to ‘buzz.’ The combined effect of all these variables

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<sup>19</sup> Ibid, p. 12.

allows speakers of English to produce a range of over 40 phonemes, i. e. Sound that, in English, determine the meaning of word. These are divided almost equally between vowels and consonants.

#### 4. Self-monitoring and repair

Self-monitoring, process that happens concurrently with the stage of conceptualization, formulation and articulation. Self-monitoring of articulation results in kind of corrections and even fluent speakers have to make when the wrong word pops out or the pronunciation goes awry.

#### 5. Automaticity

Automaticity is necessary. Automaticity allows speakers to focus their attention on the aspects of the speaking tasks that immediately requires it, whether it is planning or articulation.

#### 6. Managing-talk

It involves *interaction* that explain about each speakers should notice how other speakers are jockeying for conversation turns, introducing new topics and engaging in word play. *Turn-taking* the fundamental rule of turn-taking is speakers should take turn to hold the floor.

#### 7. Paralinguistic

The interactional use of eye gaze and gesture are known and these paralinguistic signals apply only in face-to-face conversation.

According to Muh. Im'an F Noer, there are two required aspects in speaking skill (1) linguistic aspect and (2) cognitive aspect. Firstly, linguistic aspect

encompasses many things such as vocabulary enrichment, grammar understanding, conversation, idioms and the like. Secondly, cognitive aspect consist of having ideas to express both aspects are interconnected in order to be able to speak in foreign language. Some who master grammar, ample vocabularies without having ideas invariably they can not speak smoothly. Conversely, someone, who has ample ideas without mastering grammar or vocabularies, usually find difficulties in speaking. Hence, both skills are very decisive to improve verbal communication.<sup>20</sup>

Speaking skill is one of the most important elements that make man. Teaching and learning take place as the result of a communication process. Learning ability of individuals is mostly related to how effectively students use the oral communication skill. One's being unable to state their thoughts and opinions in a way not thinking and as a result of this not taking a part in classroom means being unable to learn.

## **2. The Roles Of Speaking In Communication**

Speaking is a means of communication. Communication is contact relation inter or between human beings in individual or group. According to Richard and Willy A. Renandya that speaking is one of the central elements of communication.

The functions of spoken language are interactional and transactional, because much of our daily communication remains interactional.<sup>21</sup>

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<sup>20</sup> Muh. In'am F Noer, *English Debating Training*, (yogyakarta: Spirit, 2006), p. 4.

<sup>21</sup> Nurhayati Usman, *Improving Students' English Speaking skill at The Tenth year Of Pesantren Moderen Datok Sulaiman Putri Palopo Through Language Learning Community*, (Palopo: Sekolah Tinggi Agama Islam Negeri, 2008),p. 10.

As Rivers state that in speaking, we are not conveying to the receiver a meaning clothed in word but by our words we are arousing within the receiver association and expectation which will enable that person to form an interpretation of the intention of our message. Nida maintains that receivers of message are often encoding parallel message as they listen. They are choosing form alternative the meaning, thy think the emitter is trying to convey. In this case Nida in Rivers says is shown by the fact that when the speaker pauses, listenir often supply what they consider to be appropriate words.<sup>22</sup>

Spoken language abilities involve a certain amount of knowladge about the language (grammar, vocabulary, use of appropriate forms with functions) and skills for communicating the message (use of verbal formulas and speech adjustments: rephrasing, repetition, fillers and hesitation devices). In interactive situations, students have to learn, among other things, how to negotiate meaning, how to introduce or change topics, and how to open and close conversations with different, participants.<sup>23</sup>

Communication happen as consequence of social relation. The society consist of two or more that interact among one and other, this interaction couse social interaction. The interaction happen is coused intercommunication.<sup>24</sup>

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<sup>22</sup> Ibid, p. 11.

<sup>23</sup> Arnulto G.Remirex,"*Brush-Up Creative Contexts for second language acquisition: Theory and Methods* (New york man,1995), p. 233

<sup>24</sup> Imran Ilham, *The application of continued Story In Students' Speaking Skill At the Eight Year Studentn Of SMP Negeri 8 palopo*, ( Palopo: Sekolah Tinggi Agama Islam Negeri, 2009), p. 7.

### 3. Aspects of Assessing speaking skill

The main objective of teaching spoken language is the development of the ability to interact successfully in that language and this involves comprehension as well as production.<sup>25</sup>

Testing students spoken language command is one of the most important aspects of an overall evaluation of the student's language performance. According to Rasyid and Nur divide speaking skill into two features, firstly is competency features that consists of fluency and accuracy. Second is a performance feature that consists of content and interaction.<sup>26</sup>

Appropriacy is the ability in use of language generally appropriate to the function. Syah says that appropriacy is use lexical, phonology and intonation properly and fairly base on situation and condition any own translation.<sup>27</sup> In this case , performance features is the appropriateness in using language.

Base on statement above, the writer divides speaking skill into three main components, as follows:

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<sup>25</sup> M.Basri Wello and Hafsa J, Nur, *An Introduction To ESP* (Ujung Pandang : CV Sunu Surabaya, 1999).p 71.

<sup>26</sup> Muhammad Rasyid and Hafsa J. Nur, *Teaching as Foreign Language (TEFL) in Indonesia*. (Department of English Education : FPBS IKIP Ujung Pandang, 1997),p.200.

a. Fluency

Fluency is ability to produce one wish to say smoothly and without undue hesitation and searching.<sup>28</sup> Speaking without too great and effort with a fairly wide range of expression. in the past researches Rasyid and Hafsa J. Nur found that in the student speaking skill they were fairly fluent in interaction with speak of 75-89 words perminute with not more than 3 false and repetition and not more than 7 fillers words per 100 words.<sup>29</sup>

b. Accuracy

Accuracy is the ability is use target language clearly intelligible pronunciation, particular gramamatical and lexical and accuracy. Brown says taht achieved to some extend by allowing students to focus on the element of phonolgy grammar and discourse in the spoken output.

c. Comprehensibility

Comprehensibility is the ability to uderstand quite well to the topic nomination with considerable repetition and reparsing. Comprehension is exercise to improve one understanding .

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<sup>28</sup> Wilga M.Rivers, *Teaching Foreign Language Skill*, (London; The University Chicago press, 1981), p .372

<sup>29</sup> Imran Ilham, *The application of continued Story In Students' Speaking Skill At the Eight Year Studentn Of SMP Negeri 8 palopo*, ( Palopo: Sekolah Tinggi Agama Islam Negeri, 2009), p. 13.

In testing speaking profanely, we use some elicitation techniques. According to Masden alicitation technique is a way to get students to say something in speaking test, for example through limited response, direct response, question about picture, reading-aloud, paraphase explanation, guided role play or relaying information, visual and paraphrase techniques through oral interview.<sup>30</sup>

#### 4. The Problem of Speaking

Speaking is important for language learners.<sup>31</sup> Tahere are two factors affecting students to learn English as a foreign language, the linguistic factors and the non-linguistic factors. The linguistic factors among others is the fact that English and Indonesian are two different language. They have different system of sounds, vocabulary, structure, and culture. Thus indonesians learning English means learning a different system of sounds, vocabualry, structure and culture.

It really takes a long time. Linguistic factor also ancludes first language interference. This process is unavoidable aspecially when adult students learn a foreign language. They can not really master the language fully because of their fossilized errors especially in pronunciation and intonation.

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<sup>30</sup> Nurhayati Usman, *Improving Students' English Speaking skill at The Tenth year Of Pesantren Moderen Datok Sulaiman Putri Palopo Through Language Learning Community*, (Palopo: Sekolah Tinggi Agama Islam Negeri, 2008), p. 17.

<sup>31</sup> Christian C. M. Gob, *Teaching Speaking In the language Classroom*, (Singapore : SAMEO Regional Language Centre, 2007), p. 1.

There are at least 8 points that belong to the nonlinguistic factors. They are students, teachers, objective, method, environment, evaluation, and time. The students must be highly motivated and in small groups. The teacher must be a good model with good qualification both in the language and methodology. The objective must be specific, not too much so that it is attainable. There is no best method of teaching English as a foreign language. All methods are good depending on the objective sought. Communicative Approach is not appropriately used when the stated objective is the skill in reading college textbooks written in English. Studying English in the Indonesian setting is hard work.

English is only spoken and used in the classroom. Outside the classroom few people speak English. English exposure in Indonesian setting is quite rare. The Australians and Americans coming here as tourists now speak Indonesian. Evaluation of any instructional program should be based on the objective that we have stated earlier. If the objective is too ambitious the program is difficult to evaluate and we cannot justify precisely whether it is successful or failing.

There are many characteristics of bad EFL learners, among others are: *First*, lack in motivation due to different reasons. The teacher should diagnose the less motivated students to find the reasons of their behavior before giving treatment. *Second*, negative attitude toward English and the people who speak it is another problem. *Third*, being introvert is another characteristic of bad EFL students. These students are usually shy, passive, receptive, and permissive all the qualities that are

not conducive to language learning. *Fourth*, lack in perseverance is another problem. Students will have no great effort in learning.

They give up trying to learn so easily. The teacher should try to modify all these bad qualities if successful learning is desired.

According to Brown, there are some characteristics of difficulties of speaking that can make oral performance easy as in some cases difficult.

a. Clustering

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. Learners can capitalize on this feature of spoken language.

c. Reduced forms

Contraction, elisions, reduced vowels, etc., all forms special problems in teaching spoken English.

d. Performance variable

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest certain number of performance hesitations, pauses,

backtracking and corrections. Learners can actually to be taught how to pause and hesitate .

e. Colloquial language

Make sure you students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and those they get practice in producing these forms.

f. Rate of Delivery

Another salient characteristic of fluency in rate of delivery. One of your tasks in teaching spoken English to help learners 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 importance message.

h. Interaction

As noted in the previous section, language to produce waves of language in a vacuum-interlocutors-would rob speaking of it its richness component the creativity of conversational negotiations<sup>32</sup>.

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<sup>32</sup> H. Douglas Brown, *Teaching by Principles An Interview Approach to language Pedagogy*, (Second Edition San Fransisco state University : Longman,2001), p .270-271

## 5. Strategies For Developing Speaking Skill

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

### a. Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

### b. Recognizing Scripts

Some communication situation are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions

that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

c. Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarifications strategies, students will gain confidence in their

ability to manage the various communication situations that they may encounter outside the classroom.

### **6. Principles for designing speaking techniques**

- a. Use techniques that cover the spectrum of learner needs, from language based focused on accuracy to message-based focus on interaction, meaning, and fluency.
- b. Provide intrinsically motivating techniques.
- c. Encourage the use of authentic language in meaningful contexts.
- d. Provide appropriate feedback and correction.
- e. Capitalize on the natural link between speaking and listening.
- f. Give the students opportunities to initiate oral communication.
- g. Encourage the development of speaking strategy.<sup>33</sup>

### **7. Characteristics of a Successful Speaking Activities**

Penny Ur states that there are four characteristics of speaking activities, as follows:

- a. Learners to talk

As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may seem obvious, but often most time is taken up teacher talk or pauses.

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<sup>33</sup> Khatleen M B  
alley, *Practical English Language Teaching*, David Nunan (Ed), Speaking (International Editor, USA), p.48.

b. Participation is even

A minority of talkative participants does not dominate classroom discussion, all get chance to speak, and contribution are evenly distributed.

c. Motivation is high

Learner are eager to speak, because they are interested in the topic and have new to something new to sat about it or because they want to contribute to achievcing a task objective.

d. Language is of an acceptable

Learner express themselves is utterence that are relevent. Easily comprehensible to each other and of acceptable level of language accuracy.<sup>34</sup>

## 8. Principles for Teaching Speaking

Speaking is an especially difficult for foreign learners because evective oral communication requires the ability to use language appropreatly in social interaction.

There five prinsiple for teaching Speaking as follows:

a. Be aware to differences between second language and foreign language learnig context.

b. Giving students pracctice with both fluency and accuracy.

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<sup>34</sup> Penny Ur, A. *Cours in language Teaching Practice and Theory*, (Great Britain: Cambridge University Press,1996), p. 21

- c. Provide opportunities for the student to talk by using group work or pair work, and limiting teacher talk.
- d. Plan speaking tasks that involve negotiation for meaning.
- e. Design classroom activities that involve guidance and practice in both international speaking.

### **9. Characteristics of Good Teaching Speaking**

The aim of teaching is simple it is to make students learning possible. To teach is to make an assumption about what and how the students learn therefore, to teach well implies learning about students' learning Ramsden. At class level, we hope that students will provide their own motivation and their own discipline, and bring their own, already developed cognitive abilities to bear on the subject matter. Nevertheless, the teacher still has a crucial and demanding role to play in the process of student learning, by creating a context in which the students' desire and ability to learn can work most effectively.

The task of the teacher in higher education has many dimensions it involves the provision of a broad context of knowledge within which students can locate and understand the content of their more specific studies, it involves the creation of a learning environment in which students are encouraged to think carefully and critically and express their thoughts, and in which they wish to confront and resolve difficulties

rather than gloss over them, it involves constantly monitoring and reflecting on the processes of teaching and students understanding and seeking to improve them. Most difficult of all perhaps, it involves helping students to achieve their own aims, and adopt the notion that underlies higher education, that students' learning requires from them commitment, work, responsibility for their own learning, and a willingness to take risks, and that this process has its rewards, not the least of which is that learning can be fun.

These are not easy tasks, and there is no simple way to achieve them. Still less are there any prescriptions that will hold good in all disciplines for all students. How we teach must be carefully tailored to suit both that which is to be learnt and those who are to learn it. To put it in another way and add another ingredient our teaching methods should be the outcome of our aims that is, what we want the students to know, to understand, to be able to do, and to value, our informed conceptions of how students learn, and the institutional context with all of its constraints and possibilities within which the learning is to take place.

One set of characteristics of good teaching speaking, extracted from research studies and summarised from the individual lecturers point of view Ramsden, includes as follows:

- a. Encourage students to participate in discussion.
- b. Speak with confidence.

- c. Don't intimidate students.
- d. Give feedback on students.
- e. A desire to learn from students and other sources about the effects of teaching and how it can be improved.<sup>35</sup>

## 11. Think- Pair- Share

### a. Definition of Think Pair Share

Think-Pair-Share is a cooperative discussion strategy developed by Frank Lyman and his colleagues in Maryland. It gets its name from the three stages of students from the three stages of student action with emphasis on what students are to be doing at each of those stages. Think-Pair-Share Strategy encourages a high degree of pupil response and can help keep students on task.<sup>36</sup>

Think-Pair-Share Strategy type was proposed by Lyman, this relatively low risk and short collaborate learning structure and it ideally suited for instruct and who are new to collaborated learning. Think-Pair-Share Strategy structure gives all students the opportunity to discuss their ideas. This important because students start to construct their knowledge in these discussions and also to find out what they do and do not know. This active process is not normally available to them during traditional lecture.

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<sup>35</sup> <http://www.lml.uts.edu.au/learn-teach/good-teaching.html>

<sup>36</sup> <http://www.teachervision.fen.com/group-work/cooperative-learning/48547.html#ixzz2J8Gci8hM>

Think-Pair-Share Strategy type is a structure first developed by Professor Frank Lyman and adopted by many writes in the field of cooperative learning since then, it introduces into a peer interaction element of cooperative learning the idea of “wait or think” time, which has been demonstrated to be a powerful factor in improving students responses to question.

1. Think : students think independently about the question that has been posed, forming ideas of their own.

2. Pair : students are grouped in pairs to discuss their thoughts. This step allows students articulate their ideas and to consider those of others.

3. Share : students pairs share their ideas with a larger group, such as the whole class. Students are more comfortable presenting ideas with the support of a partner. In addition, students’ ideas have become refined through this three.<sup>37</sup>

4. Strategy : Strategy is a wide variety of daily classroom activities such as concept discussion.

#### b. Hints management ideas of think paire share

1. Assign Partners - Be sure to assign discussion partners rather than just saying "Turn to a partner and talk it over." When you don't assign partners, students frequently turn to the most popular student and leave the other person out.

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<sup>37</sup> [http://www.teachervision.fen.com/group-work/cooperative-learning /48547. html](http://www.teachervision.fen.com/group-work/cooperative-learning/48547.html). Accessed On November 11, 2010.

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

3. Give Think Time - Be sure to provide adequate "think time." I generally have students give me a thumbs-up sign when they have something they are ready to share.

4. Monitor Discussions - Walk around and monitor the discussion stage. You will frequently hear misunderstandings that you can address during the whole-group that discussion that follows.

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

Rallyrobin - If students have to list ideas in their discussion, ask them to take turns. (For example, if they are to name all the geometric shapes they see in the room, have them take turns naming the shapes. This allows for more equal participation.) The structure variation name is Rallyrobin (similar to Rallytable, but kids are talking instead of taking turns writing).

6. Randomly Select Students - During the sharing stage at the end, call on students randomly. You can do this by having a jar of popsicle sticks that have student names or numbers on them. (One number for each student in the class, according to their number on your roster). Draw out a popsicle stick and ask that person to tell what their PARTNER said. The first time you do this, expect them to be quite shocked! Most kids don't listen well, and all they know is what they said! If you keep using this strategy, they will learn to listen to their partner.

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

## **12. Think Pair Share Strategy in Relating to Teaching Speaking**

Students learn to speak English by speaking English, but it is often counterproductive to ask English language to read or give descriptions to the entire class. Students are often embarrassed by their minimal science knowledge and English skills, and public exposure may make more uncomfortable and reserved. By contrast, English language learners are often eager to share their ideas and reserved. By contrast, English language learners are often eager to share their ideas in their new language with their peers.

The think pair share strategy gives all students the opportunity to practice English by to explaining science concepts. Provide students with time to write to

response to a thought provoking question, then additional time to discuss it with their neighbor before sharing their conclusion with the class. The think pair share strategy increases student participation and involvement, and is particularly effective way of encouraging English language learners to express science concepts in English.

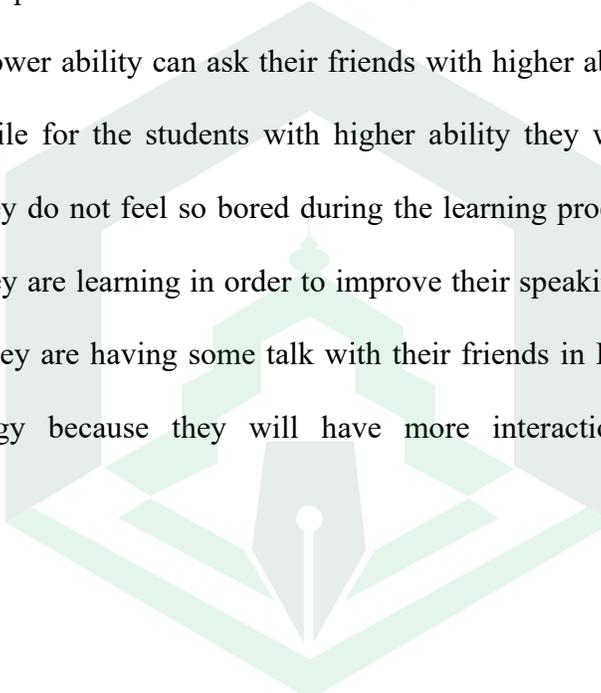
Besides, the teacher should choose the activities that are suitable for the student's level and interest, and that are appropriate in terms of the lesson aims. Moreover, the teacher should plan the instructions and class management and anticipate any possible problems that the teacher and the students might have. Meanwhile, before the lesson the teacher should give very clear instructions with an example of activity if possible. The task should be clear and the students need to know exactly what the teacher wants them to talk about.

Then, the next role is as the monitor of the activity to ensure that every student has understood and does not have any problems. Also, it is to ensure that one or two students in a small group do not dominate the activity and the group does not finish the work. However, the teacher is not monitoring in order to join in, and not to interrupting with error, correction then, after the speaking lesson the teacher should give feedback to entangled listener.

The teacher can select certain students to give some feedback to share some of what they have talked about. This study is called cooperative learning strategy. Cooperative strategy is a teaching method that emphasize at the student's team work.

It differs from other teaching approaches because students work together rather than complete each other individually. Hopefully this strategy will initiate their motivation in the learning process especially English. By the use of cooperative activities the students will have a kind of discussion or some activities in small group.

The group consist of students with different abilities of English, so for the students with lower ability can ask their friends with higher ability if they get some difficulties, while for the students with higher ability they will have kinds of fun activities so they do not feel so bored during the learning process. The students will not feel that they are learning in order to improve their speaking motivation but they will feel that they are having some talk with their friends in English by cooperative learning strategy because they will have more interactions by having some discussions.<sup>38</sup>



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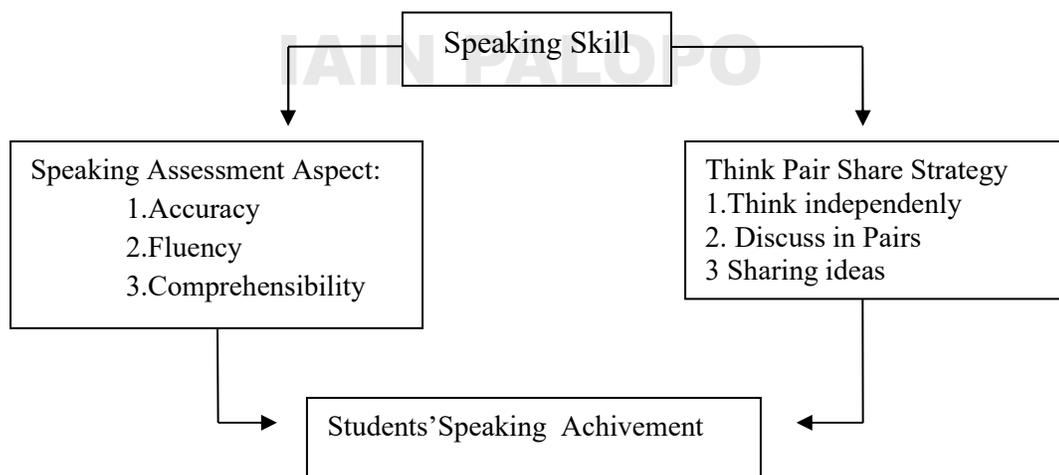
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<sup>38</sup> <http://www.csun.edu/science/ref/language/teaching-ell.html>

### C. Conceptual Framework

The conceptual framework show the process of the research to develop the students' Speaking Skill by using Think pair share Strategy. Speaking Skill by using Think Pair Share Strategy used in classroom action research consist of some aspect, the researcher make Speaking Assessment aspect, Think independently, discuss in Pairs, Sharing ideas. The researcher some of sample from population ehwre the students giving pre-test by the researcher to know their bbasic ability in speaking, treatments as a process of learning speaking by using Think Pair Share Strategy. This process is expected to give development to the students' knowladge after conducting both items, the researcher come to the last items namely giving post-test to the students to know wether any significance development to the students' or the output after being given treatments.

The conceptual framework underlying in this research is given in the following diagram:



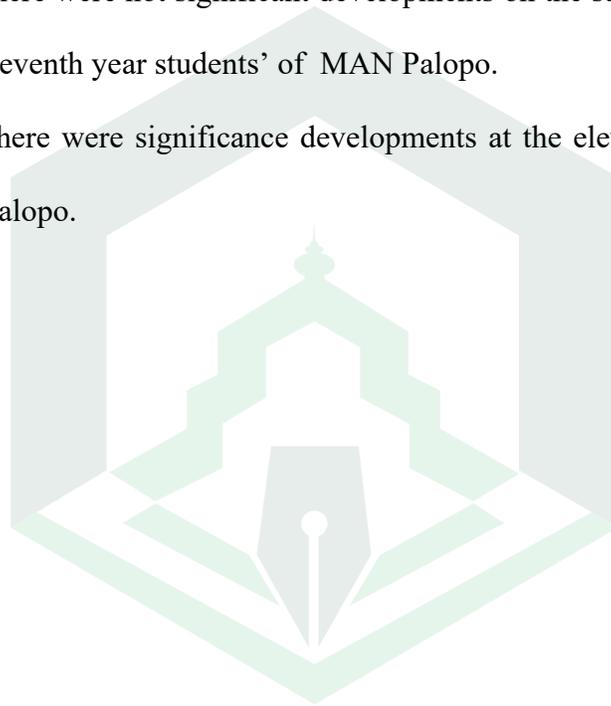
#### ***D. Hypothesis***

The statistical hypothesis of this research gave use as follows:

If  $t_{\text{test}} > t_{\text{table}} = \text{Reject Null Hypothesis}$

If  $t_{\text{test}} < t_{\text{table}} = \text{Accepts Null Hypothesis}$

1.  $H_0$  = There were not significant developments on the students' speaking skill at the eleventh year students' of MAN Palopo.
2.  $H_a$  = There were significance developments at the eleventh year students' of MAN Palopo.



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## CHAPTER III

### RESEARCH METHOD

This chapter describe about the researcher design, variables and their operational definitions, populasi and sample, the procedure of data collection and technique of data analysis.

#### ***A. Method and Desaign***

##### 1. Method

This researcher applied pre experiment method.<sup>1</sup> It was used to know whether by joining in Think pair share in improving students' speaking skill at MAN Palopo.

##### 2. Design

This pre experiment method consists of pre test, treatment and post test where the design of the research can be descanted as follows:

$$\boxed{O_1 \quad X \quad O_2}$$

In this desaign the researchers observes two ways of tests, the first is before treatment/pre-test (**O<sub>1</sub>**) and the second is after treatment/ post-test (**O<sub>2</sub>**).<sup>2</sup>

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<sup>1</sup> M.subana dan sudrajad,*Dasar-Dasar penelitian ilmiah*(Jabar:Pustaka Setia,2001),p.78

<sup>2</sup> Suharsimi Arikunto, *prosedure penelitian* (cet.IV; R Cipta, 1997) p.78

## ***B. Variables of Research***

This research consists of two variables, namely:

1. Independent variable is Think Pair Share strategy .
2. Dependent variable is students' speaking skill of MAN Palopo .

## ***C. Population and Sample***

### **1. Population**

The population of this research was taken from the students at the eleventh students of MAN Palopo in 2013/2014 academic year, the eleventh students of MAN Palopo consists of six classes, they number of population is 120.

### **2. Sample**

The Sample teaching that researcher was taken by using purposive sampling technique, Since the research has purpose to improving students ability through Think Pair Share Strategy to lower level, the researcher took one class from six classes, namely class X1 IPA 2 in this class consist of 20 students, the number of sampling in this researcher is 20 students as a sample. The researcher choose this class because in this class has ability that very less in Speaking. Beside that the students also feel boring toward method and technique that through from their teacher.

#### ***D. Instruments***

The instruments of this researcher are:

1. Test, in this case the researcher used oral test ( interview) and test dialog to measure and find out the students' speaking ability in the pre test and post test. Since the test is oral test and dialog, the researcher divided the score into three criteria are accuracy, fluency, and comprehensibility.

2. Questionnaire, to find out the students' response in speaking skill, where the researcher gave some list of questions to be answered about the students response in using Think Pair Share in learning speaking.

#### ***E. Procedure of Collecting Data***

The data is collected by using the procedure bellows:

1. Giving pre-test

The researcher gave self introduction and a topic the students to measure the students basically speaking skill in pre-test.

2. Giving Treatment

The researcher conducted treatment, it was done for sixth meetings, the steps as follows:

- a. The first meeting. The researcher introduced herself to the students' then explain about think pair share, strategy in learning speaking. After explaining clearly the researcher gives example. The students were devided into pairs to discuss about *Education in Indonesia*.
- b. The second meeting. The researcher continued the topic that have been given at the previous meeting. Then researcher invited one student randomly to share opinion to other students.
- c. The third meeting. The researcher gave instruction the students after to their pairs then discussed topic about *Internet*.
- d. The fourth meeting. The researcher continued the topic that have been formulated to previous meeting. Then researcher called one students randomly to share opinion to other students.
- e. The fifth meeting. The researcher gave instruction to students in order to choose partners which they wish to discuss. Then the researcher gave a topic about *juvenile deliquency* to discussed
- f. The six meeting. The researcher continued the topic that have been discussed at the previous meeting. Then researcher called one students randomly to share opinion to other students.

### 3. Giving Post Test

The students gave the same activity in the pre-test after the treatments. The realization of their speaking ability was identified, classified, tabulated, and analyzed.

## F. *Data Analysis Technique*

To analyze data, the researcher uses following steps:

1. The following is scoring rubrics for assessing student's speaking skill.

### a. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother tongue (Indonesian language). Two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterance is correct.
Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only cause confusion.
Average	3	Pronunciation is influenced by the mother tongue only a few serious phonological errors, some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by mother tongue with errors causing a break down in communication. Many "basic" grammatical and

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

## b. Fluency

Classification	Score	Criteria
Excellent	6	Speaker without too great effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very good	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Air range of expression.
Average	3	Has to make an effort for much of time. Often has

		to search for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.
Poor	2	Long pauses while he searches for th desired meaning. Frequently fragmentary and halting delivery.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times give up making the effort. Very limited range of expression.

c. Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speaker's intention and general meaning. Very few interruption or clarification required.
Very good	5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
Good	4	Most of what speaker say is easy to follow. His

		intention is always clear but several interruptions are necessary to help him convey message or to seek clarification.
Average	3	The listener can understand a lot what is said about he must constantly seek clarification. Can not understand many of time speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phrases) can be understood who is listening
Very poor	1	Hardly anything of what is said can be understood; Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said. <sup>3</sup>

2. Looking for the D (Differences) between score variable I (X) and score variable II (Y)

$$D = X - Y$$

Looking for mean from difference by using the following formula:

$$M D = \frac{\sum D}{N}$$

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<sup>3</sup> J. B. Heaton. *Writing English Language Test*, (New Edition; United State of America; Longman Inc., 1991), p.100

$N$  = Total number of sample

Looking for total deviation difference

$$\sum X^2_d = \sum X^2 - \frac{(\sum d)^2}{N}$$

Looking four tcountby using the formula.<sup>4</sup>

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Testing criteria

Looking for ttable by using the following formula

$$(db) = N - 1$$

Standard deviation ( $\alpha$ ) = 0,05

$$\text{Table} = \dot{t} \left( 1 - \frac{\alpha}{2} \right) (db)$$

To test the hypotesis, the value of t-test was compared to the value of t-table at the level of signinance. The criteria of this testing are as follows:

1. Accept the null hypothesis and reject alternative one if the value of t-test is smaller or equal than the value of t-table

$$t\text{-test} < t\text{-table} = \text{Accept null hypothesis.}$$

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<sup>4</sup> *Ibid*, p .275-277

2. Reject the null hypothesis and accept the alternative one the value of the test is greater than value of table

$t\text{-test} > t\text{-table} = \text{Reject null hypothesis.}$

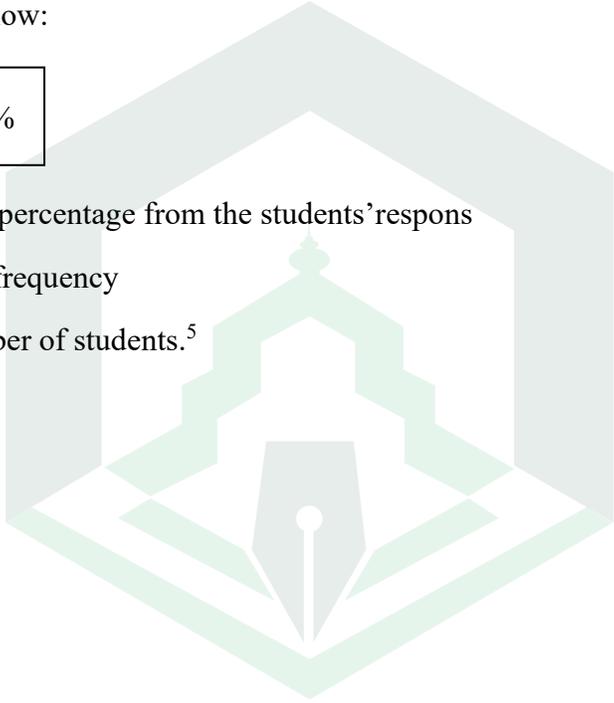
To find out the percentage of students in questionnaire assessment by using the formula bellow:

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

Where: P = the percentage from the students' respons

F = the frequency

N=number of students.<sup>5</sup>



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<sup>5</sup> Suharsimi, Arikunto, *Prosedure Penelitian : Suatu Pendekatan praktek*, (Cet XI ; jakarta: PT. Rineka Cipta), p .41

## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter, the researcher presents and analyzes the data about the teaching speaking skill through Think Pair Share at the eleventh year students of Man Palopo.

#### A. Findings

The findings of the research deals with the rate percentage of students score in pre-test and post-test, analysis of  $t_{test}$  in the area of accuracy, fluency, and comprehensibility, analysis of  $t_{test}$  from the raw score of pre-test and post-test, percentage of students' participation and the analysis of questionnaires.

##### 1. Analysis of $t_{test}$ in the area of accuracy of pre-test and post-test.

**Table 4.10**

#### Gain (d) between Pre-test and Post-test

Respondent	Pre-test	Post-test	Gain (d)
<i>R1</i>	4	8	+4
<i>R2</i>	3	7	+4
<i>R3</i>	3	6	+3
<i>R4</i>	4	8	+4
<i>R5</i>	4	7	+3
<i>R6</i>	4	6	+2
<i>R7</i>	3	8	+5
<i>R8</i>	4	7	+3
<i>R9</i>	5	9	+4

<i>R10</i>	3	8	+5
<i>R11</i>	4	7	+3
<i>R12</i>	4	6	+2
<i>R13</i>	5	8	+3
<i>R14</i>	6	10	+4
<i>R15</i>	3	7	+4
<i>R16</i>	4	7	+3
<i>R17</i>	5	9	+4
<i>R18</i>	4	8	+4
<i>R19</i>	4	7	+3
<i>R20</i>	5	6	+1
<b>Total</b>			$\Sigma d = 68$

a.  $Md = \frac{\Sigma d}{N} = \frac{68}{20} = 3,4 \quad Md = 3,4$

- b. Looking for deviation standart for each subject ( $X_d$ ) and squared deviation ( $X^2d$ ) in accuracy aspect as follow:

$Md = 3,4$

**Tabel 4.11**

**Analysis of ( $X_d$ ) and ( $X^2d$ ) in the area of fluency**

<b>Respondent</b>	<b>Gain (d)</b>	<b><math>X_d</math> (d-Md)</b>	<b><math>X^2d</math></b>
<i>R1</i>	+4	0,6	0,36
<i>R2</i>	+4	0,6	0,36
<i>R3</i>	+3	-0,4	0,16
<i>R4</i>	+4	0,6	0,36
<i>R5</i>	+3	-0,4	0,16
<i>R6</i>	+2	-1,4	1,96
<i>R7</i>	+5	1,6	2,56

<b>R8</b>	+3	-0,4	0,16
<b>R9</b>	+4	0,6	0,36
<b>R10</b>	+5	1,6	2,56
<b>R11</b>	+3	-0,4	0,16
<b>R12</b>	+2	-1,4	1,96
<b>R13</b>	+3	-0,4	0,16
<b>R14</b>	+4	0,6	0,36
<b>R15</b>	+4	0,6	0,36
<b>R16</b>	+3	-0,4	0,16
<b>R17</b>	+4	0,6	0,36
<b>R18</b>	+4	0,6	0,36
<b>R19</b>	+3	-0,4	0,16
<b>R20</b>	+1	-2,4	5,76
<b>N=20</b>	$\Sigma d = 68$		$\Sigma X^2 d = 18,8$

$$a. t = \frac{Md}{\sqrt{\frac{\Sigma X^2 d}{N(N-1)}}}$$

Mean of difference (Md) = 3,4

Squared deviation ( $X^2d$ ) = 18,8

Total respondents (N) = 20

$$t = \frac{3,4}{\sqrt{\frac{18,8}{20(20-1)}}}$$

$$t = \frac{3,4}{\sqrt{\frac{18,8}{20 \times 19}}}$$

$$= \frac{3,4}{\sqrt{\frac{18,8}{380}}}$$

$$= \frac{3,4}{\sqrt{0,0494736}}$$

$$= \frac{3,4}{0,222426}$$

$$= 15,285982$$

$$t_{\text{test}} = 15,28$$

In determining the  $t_{\text{table}}$  the researcher use the level of significance or standard signification ( $\alpha$ )= 0,05 and the degree of freedom (df)= N-1. The result of  $t_{\text{test}}$  = was analyzed by the testing criteria of  $t_{\text{table}}$  as follow:

Testing the T -table

Level of significance ( $\alpha$ ) = 0,05

Degree of freedom (df) = n - 1

$$= 20 - 1$$

$$= 19$$

$$= 2.861$$

The result of  $t_{\text{table}}$  was found in the tabulation of the test of signification namely 2.861. It means that the result of  $t_{\text{test}}$  (15,28) is greater than  $t_{\text{table}}$  (2.861). Because of  $t_{\text{test}} > t_{\text{table}}$ , It means that there was significant development on students' speaking skill in the area of accuracy after following the treatments.

2. Analysis of  $t_{test}$  in the area of fluency of pre-test and post-test.

Table 4.12

The students' gain score in the area of fluency

Respondent	Pre-test	Post-test	Gain(d)
<i>R1</i>	1	2	+1
<i>R2</i>	1	2	+1
<i>R3</i>	1	2	+1
<i>R4</i>	1	2	+1
<i>R5</i>	1	2	+1
<i>R6</i>	1	2	+1
<i>R7</i>	1	3	+2
<i>R8</i>	2	2	0
<i>R9</i>	1	3	+2
<i>R10</i>	1	3	+2
<i>R11</i>	1	2	+1
<i>R12</i>	1	2	+1
<i>R13</i>	2	2	0
<i>R14</i>	2	3	+1
<i>R15</i>	1	2	+1
<i>R16</i>	1	2	+1
<i>R17</i>	2	3	+1
<i>R18</i>	1	2	+1
<i>R19</i>	1	3	+2
<i>R20</i>	1	2	+1
<i>Total</i>			$\Sigma d = 22$

$$a. \quad Md = \frac{\Sigma d}{N} = \frac{20}{22} = 1,1 \quad Md = 1,1$$

- b. Looking for deviation standart for each subject ( $X_d$ ) and squared deviation ( $X^2_d$ ) in accuracy aspect as follows:

$$Md = 1,1$$

Tabel 4.13

Respondent	Gain (d)	Xd (d-Md)	X <sup>2</sup> d
<i>R1</i>	1	-0,1	0,01
<i>R2</i>	1	-0,1	0,01
<i>R3</i>	1	-0,1	0,01
<i>R4</i>	1	-0,1	0,01
<i>R5</i>	1	-0,1	0,01
<i>R6</i>	1	-0,1	0,01
<i>R7</i>	2	0,9	0,81
<i>R8</i>	0	-1,1	1,21
<i>R9</i>	2	0,9	0,81
<i>R10</i>	2	0,9	0,81
<i>R11</i>	1	-0,1	0,01
<i>R12</i>	1	-0,1	0,01
<i>R13</i>	0	-1,1	1,21
<i>R14</i>	1	-0,1	0,01
<i>R15</i>	1	-0,1	0,01
<i>R16</i>	1	-0,1	0,01
<i>R17</i>	1	-0,1	0,01
<i>R18</i>	1	-0,1	0,01
<i>R19</i>	2	0,9	0,81
<i>R20</i>	1	-0,1	0,01
<i>N=20</i>	Total		$\Sigma X^2d = 5,8$

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$$c. t = \frac{Md}{\sqrt{\frac{\Sigma X^2 d}{N(N-1)}}}$$

Mean of difference (Md) = 1,1

Squared deviation (X<sup>2</sup>d) = 5,8

Total respondents (N) = 20

$$t = \frac{1,1}{\sqrt{\frac{5,8}{20(20-1)}}$$

$$t = \frac{1,1}{\sqrt{\frac{5,8}{20 \times 19}}}$$

$$= \frac{1,1}{\sqrt{\frac{5,8}{380}}}$$

$$= \frac{1,1}{\sqrt{0,1235439}}$$

$$= \frac{1,1}{0,1235439}$$

$$= 8,9037176$$

$$t_{\text{test}} = 8,903$$

In determining the  $t_{\text{table}}$  the researcher use the level of significance or standard signification ( $\alpha$ )= 0,05 and the degree of freedom (df)= N-1. The result of  $t_{\text{test}}=8,903$  was analyzed by the testing criteria of  $t_{\text{table}}$  as follows:

Testing the  $t_{\text{table}}$

$$\text{Level of significance } (\alpha) = 0,05$$

$$\text{Degree of freedom (df)} = n - 1$$

$$= 20 - 1$$

$$= 19$$

$$= 2.861$$

The result of  $t_{\text{table}}$  was found in the tabulation of the test of signification namely. 2.861 It means that the result of  $t_{\text{test}}$  (8.903) is greater than  $t_{\text{table}}$  (2.861). Since

of  $t_{test} > t_{table}$ , It means that there was significant development on students' speaking skill in the area of fluency after following the treatments.

3. *Analysis of  $t_{test}$  in the area of comprehensibility of pre-test and post-test.*

Table 4.14

The students' gain score in the area of comprehensibility

Respondent	Pre-test	Post-test	Gaind
<i>R1</i>	1	3	+2
<i>R2</i>	1	2	+1
<i>R3</i>	1	2	+1
<i>R4</i>	1	3	+2
<i>R5</i>	1	3	+2
<i>R6</i>	1	2	+1
<i>R7</i>	1	3	+2
<i>R8</i>	1	2	+1
<i>R9</i>	2	3	+1
<i>R10</i>	1	3	+1
<i>R11</i>	1	2	+1
<i>R12</i>	2	2	0
<i>R13</i>	2	3	+1
<i>R14</i>	3	4	+1
<i>R15</i>	1	3	+2
<i>R16</i>	1	2	+1
<i>R17</i>	2	3	+1
<i>R18</i>	2	3	+1
<i>R19</i>	2	2	0
<i>R20</i>	2	2	0
<b>Total</b>			$\Sigma d = 23$

$$a. \text{Md} = \frac{\Sigma d}{N} = \frac{23}{20} = 1,15 \quad \text{Md} = 1,15$$

- b. Looking for deviation standart for each subject ( $X_d$ ) and squared deviation ( $X^2d$ ) in accuracy aspect as follow:

$$Md = 1, 15$$

**Table 4.15**

Respondent	Gain (d)	$X_d$ (d-Md)	$X^2d$
<i>R1</i>	2	0,85	0,7225
<i>R2</i>	1	-0,15	0,0225
<i>R3</i>	1	-0,15	0,0225
<i>R4</i>	2	0,85	0,7225
<i>R5</i>	2	0,85	0,7225
<i>R6</i>	1	-0,15	0,0225
<i>R7</i>	2	0,85	0,7225
<i>R8</i>	1	-0,15	0,0225
<i>R9</i>	1	-0,15	0,0225
<i>R10</i>	1	-0,15	0,0225
<i>R11</i>	1	-0,15	0,0225
<i>R12</i>	0	-1,15	1,3225
<i>R13</i>	1	-0,15	0,0225
<i>R14</i>	1	-0,15	0,0225
<i>R15</i>	2	0,85	0,7225
<i>R16</i>	1	-0,15	0,0225
<i>R17</i>	1	-0,15	0,0225
<i>R18</i>	1	-0,15	0,0225
<i>R19</i>	0	-1,15	1,3225
<i>R20</i>	0	-1,15	1,3225
<i>N=20</i>	$\Sigma d = 23$		$\Sigma X^2d = 8,55$

$$c. t = \frac{Md}{\sqrt{\frac{\Sigma X^2 d}{N(N-1)}}}$$

Mean of difference (Md) = 1, 15

Squared deviation ( $X^2d$ ) = 8, 55

Total respondents (N) = 20

$$t = \frac{1,15}{\sqrt{\frac{8,55}{20(20-1)}}$$

$$t = \frac{1,15}{\sqrt{\frac{8,55}{20 \times 19}}}$$

$$= \frac{1,15}{\sqrt{\frac{8,55}{380}}}$$

$$= \frac{1,15}{\sqrt{0,0225}}$$

$$= \frac{1,15}{0,15}$$

$$= 7,6666666$$

$$t_{\text{est}} = 7,666$$

In determining the  $t_{\text{table}}$  the researcher use the level of significance or standard signification ( $\alpha$ )= 0,05 and the degree of freedom (df)= N-1. The result of  $t_{\text{est}} = 7,666$  was analyzed by the testing criteria of  $t_{\text{table}}$  as follows:

Testing the  $t_{\text{table}}$

Level of significance ( $\alpha$ ) = 0,05

Degree of freedom (df) = n - 1

$$= 20 - 1$$

$$= 19$$

$$= 2.861$$

The result of  $t_{table}$  was found in the tabulation of the test of significantion namely 2.861. It means that the result of  $t_{test}$  (7,666) is greater than  $t_{table}$  (2.861). Since of  $t_{test} > t_{table}$ , It means that there was significant development on students' speaking skill in the area of accuracy after following the treatments.

**4. Analysis of  $t_{test}$  in three aspects of assessment consist of accuracy, fluency and comprehensibility from pre-test and post-test.**

**Table 4.16**

**The students' gain score of pre-test and post-test.**

<b>Respondent</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Gain (d)</b>
<i>R1</i>	4	8	+4
<i>R2</i>	3	7	+4
<i>R3</i>	3	6	+3
<i>R4</i>	4	8	+4
<i>R5</i>	4	7	+3
<i>R6</i>	4	6	+2
<i>R7</i>	3	8	+5
<i>R8</i>	4	7	+3
<i>R9</i>	5	9	+4
<i>R10</i>	3	8	+5
<i>R11</i>	4	7	+3
<i>R12</i>	4	6	+2
<i>R13</i>	5	8	+3
<i>R14</i>	6	10	+4
<i>R15</i>	3	7	+4
<i>R16</i>	4	7	+3
<i>R17</i>	5	9	+4
<i>R18</i>	4	8	+4
<i>R19</i>	4	7	+3
<i>R20</i>	5	6	+1
<i>N=</i>	$X_1 = 81$ $\bar{X}_1 = 4,05$	$X_2 = 149$ $\bar{X}_2 = 7,45$	$\Sigma d = 68$

Table above shows that the total number of sample (N) was 20. The sum of score in pre-test ( $X_1$ ) was 81, the mean score in the Pre-test ( $\bar{X}_1$ ) was 4,05, the sum of score in Post-test ( $X_2$ ) was 149, the mean score in Post-test ( $X_2$ ) was 7,45 and the sum of gain score between Pre-test and Post-test ( $\Sigma d$ ) was 68.

The calculation of the mean score in the Pre-test ( $X_1$ ) and Post-test ( $X_2$ ), the difference means between Post-test ,Pre-test (Md), deviation for each subject (Xd) and the result of the test of signification are presented as follows:

- The mean score of the Pre-test ( $X_1$ ) as follows:

$$\begin{aligned}\bar{X}_1 &= \frac{\Sigma X_1}{N} \\ &= \frac{81}{20} \\ &= 4,05\end{aligned}$$

$$\begin{aligned}\bar{X}_2 &= \frac{\Sigma X_2}{N} \\ &= \frac{1,49}{20} \\ &= 7,45\end{aligned}$$

From the data analysis above we can see that the mean score of students' speaking skill in post-test ( $X_2 = 7,45$ ) is greater than the mean score of students'

speaking skill pre-test ( $X_1 = 4,05$ ). It means that most of the students underwent significant development on their speaking skill after the treatments.

- The difference means between pre-test and post-test ( $Md$ ), are calculated as follows:

$$Md = \frac{\sum d}{N} = \frac{68}{20} = 3,4 \quad Md = 3,4$$

- Looking for deviation standart for each subject ( $X_d$ ) and squared deviation ( $X^2d$ ) of students' speaking skill in pre-test and post-test as follows:

$$Md = 3,4$$

**Table 4.17**

<b>Respondent</b>	<b>Gain (d)</b>	<b><math>X_d</math> (d-Md)</b>	<b><math>X^2d</math></b>
<i>R1</i>	+4	0,6	0,36
<i>R2</i>	+4	0,6	0,36
<i>R3</i>	+3	-0,4	0,16
<i>R4</i>	+4	0,6	0,36
<i>R5</i>	+3	-0,4	0,16
<i>R6</i>	+2	-1,4	0,16
<i>R7</i>	+5	1,6	2,56
<i>R8</i>	+3	-0,4	0,16
<i>R9</i>	+4	0,6	0,36
<i>R10</i>	+5	1,6	2,56
<i>R11</i>	+3	-0,4	0,16
<i>R12</i>	+2	-1,4	0,16
<i>R13</i>	+3	-0,4	0,16
<i>R14</i>	+4	0,6	0,36
<i>R15</i>	+4	0,6	0,36
<i>R16</i>	+3	-0,4	0,16
<i>R17</i>	+4	0,6	0,36

<b>R18</b>	+4	0,6	0,36
<b>R19</b>	+3	-0,4	0,16
<b>R20</b>	+1	-2,4	5,76
<b>N=</b>	$\Sigma d = 68$		$\Sigma X^2 d = 15,2$

$$a. t = \frac{Md}{\sqrt{\frac{\Sigma X^2 d}{N(N-1)}}}$$

Mean of difference (Md) = 3,4

Squared deviation ( $X^2d$ ) = 15,2

Total respondents (N) = 20

$$t = \frac{3,4}{\sqrt{\frac{15,2}{20(20-1)}}}$$

$$t = \frac{3,4}{\sqrt{\frac{15,2}{20 \times 19}}}$$

$$= \frac{3,4}{\sqrt{\frac{15,2}{380}}}$$

$$= \frac{3,4}{\sqrt{0,04}}$$

$$= \frac{3,4}{0,2}$$

$$= 17$$

$$t_{\text{test}} = 17$$

In determining the  $t_{\text{table}}$  the researcher uses the level of significance or standard signification ( $\alpha$ )= 0,05 and the degree of freedom (df)= N-1. The result of  $t_{\text{test}}$  = was analyzed by the testing criteria of  $t_{\text{table}}$  as follows:

Testing the T -table

Level of significance ( $\alpha$ ) = 0, 05

Degree of freedom (df) =  $n - 1$

= 20-1

= 19

= 2.861

The result of  $t_{table}$  was found in the tabulation of the test of signification namely 2.861. It means that the result of  $t_{test}$  (17) is greater than  $t_{table}$  (2.861). Because of  $t_{test} > t_{table}$ , It means that there was significant development on students' speaking skill after following the treatments.

### 5. *Analysis of Questionnaires*

Having conducted research at MAN palopo the researcher found the students' response toward the use of Think Pair Share Strategy through the questionnaire. The students' perception were presented as follows:

#### a. *The rate percentage of students' from Analysis of Questionnaires.*

**Table 4.18**

#### 1. **Students are happy to study by using Think Pair Share Strategy**

Option	Frequency	Percentage
Strongly agree	10	55%
Agree	10%	55%
Disagree	-	0%

Strongly disagree	-	0%
Total	20	100%

The table above shows that there were 10 students (50%) chose strongly agree, there were 10 students (50%) chose agree, there were none of students (0%) chose disagree and (0%) chose strongly disagree. It meant that the students liked this strategy to be applied in improving speaking skill.

**Table 4.19**

**2. Think Pair Share Strategy can motivate the students to improve speaking skill**

Option	Frequency	Percentage
Strongly agree	13	65%
Agree	7	35%
Disagree	-	0%
Strongly disagree	-	0%
Total	20	100%

The table above shows that there were 13 students (65%) chose strongly agree, there were 7 students (35%) chose agree, there were none of students (0%) chose disagree and (0%) chose strongly disagree. It means that the students had a high spirit in improving their speaking skill.

**Table 4.20****3. Think Pair Share Strategy can stimulate the students' speaking fluency.**

Option	Frequency	Percentage
Strongly agree	11	55%
Agree	9	45%
Disagree	-	0%
Strongly disagree	-	0%
Total	20	100%

The table above shows that there were 11 students (55%) chose strongly agree, there were 9 students (45%) chose agree, there were none of students (0%) chose disagree and (0%) chose strongly disagree. It means that the students could speak English fluently by joining in Think Pair share.

**Table 4.21****4. By applying Think Pair Share Strategy the students can speak English easily.**

Option	Frequency	Percentage
Strongly agree	13	65%
Agree	7	35%
Disagree	-	0%
Strongly disagree	-	0%
Total	20	100%

The table above shows that there were 13 students (65%) chose strongly agree, there were 7 students (35%) chose agree, there were none of students (0%)

chose disagree and (0%) chose strongly disagree. It means the students realized that join in Think pair share made easier to speak English.

**Table 4.22**

**5. Think Pair Share Strategy gives new nuance in improving English Teaching-Learning Process.**

Option	Frequency	Percentage
Strongly agree	8	40%
Agree	12	60%
Disagree	-	0%
Strongly disagree	-	0%
Total	20	100%

The table above shows that there were 8 students (40%) chose strongly agree, there were 12 students (60%) chose agree, there were none of students (0%) chose disagree and (0%) chose strongly disagree. it means that most of the students were happily and enjoyable to the learning precess by applying this strategy.

**Table 4.23**

**6. Think Pair Share strategy can develop vocabulary in English.**

Option	Frequency	Percentage
Strongly agree	7	35%
Agree	12	60%
Disagree	1	5%
Strongly disagree	-	0%
Total	20	100%

The table above shows that there were 7 students (35%) chose strongly agree, there were 12 students (60%) chose agree, 1 students (5%) chose disagree and there were none of students (0%) chose strongly disagree. It means that improving speaking skill, time we also develop our vocabulary, because both of them was not separated.

**Table 4.24**

**7. Think Pair Share strategy is a good alternative using English practice.**

Option	Frequency	Percentage
Strongly agree	9	45%
Agree	10	50%
Disagree	1	5%
Strongly disagree	-	0%
Total	20	100%

The table above shows that there were 9 students (45%) chose strongly agree, there were 10 students (50%) chose agree, 1 students (5%) chose disagree and there were none of students (0%) chose strongly disagree. it means that this stratgy is one a good strategy in speaking practice.

Table 4.25

**8. Think Pair Share Strategy can build self confidence to speaking in the classroom.**

Option	Frequency	Percentage
Strongly agree	12	60%
Agree	8	40%
Disagree	-	0%
Strongly disagree	-	0%
Total	20	100%

The table above shows that there were 12 students (60%) chose strongly agree, there were 8 students (40%) chose agree, none of students (0%) chose disagree and (0%) chose strongly disagree. It means that the use of media in learning affects the successful of this strategy.

**B. Discussion**

English speaking ability is very important for people interaction where people almost speak everywhere and everyday through English, and now many people used English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication. As one of international language.

As language learners who had learned English intensively, the students should be able to interact orally each other through English. But in fact, most of the students in MAN Palopo did not perform English in their language conversation, It because of

the method in teaching English that used by English teacher in the classroom is boring method, there is no innovation in teaching English, which the teacher used traditional method that made English atmosphere in classroom seems monotone.

Based on the result above, the showed that through Think Pair share Stragy improve their speaking skill. It could be seen on the table of the rate percentage of students' in the area of accuracy, fluency, comprehensibility.

1. The rate percentage of students' score in the area of accuracy.

After looking the result of data analysis, the researcher persented the material of the data given to the students' score in the area of accuracy varieties; in which there were no students (0%) got 'excellent', (0%) 'very good' , 1 student (5%) 'good', 2 students (10%) 'average' classification. 10 students (50%) got 'poor', 7 students (35%) got 'very poor' classification.

2. The rate percentage of students' score in the area of fluency.

The table above shows that students' score in the area of fluency are varieties; in which there were no students (0%) got 'excellent', (0%) 'very good', 2 students (10%) 'good', 5 students (25%) 'average' classification. 7 students (35%) got 'poor' and 6 students (30%) got 'very poor' classification.

3. The rate percentage of students' score in the area of comprehensibility

The table above shows that students' score in the area of comprehensibility are varieties; in which there were no students (0%) got 'excellent', (0%) got 'very good', 1 student (5%) 'good' classification. There were 5 students (25%) got

'average', 7 students (35%) got 'poor' and 7 students (35%) got 'very poor' classification.

The researcher comes to the Questionnaire to find out the students' perception toward Think Pair Share strategy in improving their speaking skill. Finally, last items namely giving post-test to know whether any significance development to the students or the output after giving questionnaire. In post test the researcher asked the students to introduce them selves in front of the class and asked the students' opinion about juvenile delinquency.

The result of  $t_{test} > t_{table}$ , it shows that  $H_0$  was rejected and  $H_a$  was received. It meant that there were significant developments on the students' speaking skill at the eleventh year students MAN Palopo.

In addition, the researcher found that most of the students gave positive responds to the strategy applied by the researcher.

Since treatment had been conducted, the researcher observed that the students had good response toward this strategy. Finally, the researcher found the change of students in learning English especially speaking skill. The changes of the students were:

1. Students had motivation in learning English.
2. The students interested to material that were given.
3. Students were helpful in English especially speaking skill.

The table 4.16 until 4.25 had shown the table of questionnaire which was used to find out the interest of the students in learning English speaking skill through Think pair share.



**IAIN PALOPO**

## CHAPTER V

### CONCLUSIONS AND SUGGESTION

Based on the findings, data analysis and the discussion in the previous chapter, the researcher then come to the conclusion and suggestion. Both items will be presented as follows:

#### ***A. Conclusions***

Having conducted the treatments by using Think pair share strategy, it was found that Think Pair Share Strategy was able to give significant developments toward the students' speaking. It means that Think Pair Share Strategy was effective in improving students' speaking skill at the eleventh year students of MAN Palopo. It was shown by the data that the result of  $t_{table}$  was found in the tabulation of the test of significant namely 2.861. It means that the result of  $t_{test}$  (17) is greater than  $t_{table}$  (2.861). Because of  $t_{test} > t_{table}$ , It means that there was significant development on students' speaking skill after following the treatments.

Having analyzed the result of students' questionnaire about the strategy applied by the researcher in this research, it was found that most of the students gave positive response and enjoyed learning by joining in Think Pair Share strategy.

## **B. *Suggestions***

Having concluded the result of this research, the researcher further suggests some points as follow:

1. The teachers should provide more chances to the students talking in the classroom.
2. The teachers should always encourage students in learning to speak in English.
3. The teachers should always be creative in designing the speaking activity in the classroom.
4. The teachers should provide fun and enjoyable situation in order students are not bored.
5. It has been proved that one of the effective strategy to improve students' speaking skill is Think Pair Share Strategy. So if the teachers want to improve students' speaking achievement, this is hope every students have chance to do practice in learning especially in learning speaking because the more we can be better, than can try this strategy.

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IAIN PALOPO

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➤ *The rate percentage of students' score in three aspect of speaking assessment consist of accuracy, fluency and comprehensibility in pre-test and post-test.*

**Table 4.2**

**The rate percentage of students' score in the area of accuracy of pre-test.**

No	Classification	Score	Frequency	Percentage
1.	Excellent	6	-	0%
2.	Very good	5	-	0%
3.	Good	4	1	5%
4.	Average	3	2	10%
5.	Poor	2	10	50%
6.	Very poor	1	7	35%
Total			20	100%

The table above shows that students' score in the area of accuracy of pre- test are varieties; in which there were no students (0%) got 'excellent' , (0%) 'very good' , 1 student (5%) 'good' , 2 students (10%) 'average' classification. 10 students (50%) got 'poor' , 7 students (35%) got 'very poor' classification.

**Table 4.3**

**The rate percentage of students' score in the area of fluency of pre-test**

No	Classification	Score	Frequency	Percentage
1.	Excellent	6	-	0%
2.	Very good	5	-	0%
3.	Good	4	2	10%
4.	Average	3	5	25%
5.	Poor	2	7	35%
6.	Very poor	1	6	30%
Total			20	100%

The table above shows that students' score in the area of fluency of pre- test are varieties; in which there were no students (0%) got 'excellent' , (0%) 'very good' , 2 students (10%) 'good', 5 students (25%) 'average' classification. 7 students (35%) got 'poor' and 6 students (30%) got 'very poor' classification.

**Table 4.4**

**The rate percentage of students' score in the area of comprehensibility of pre- test.**

No	Classification	Score	Frequency	Percentage
1.	Excellent	6	-	0%
2.	Very good	5	-	0%
3.	Good	4	1	0%
4.	Average	3	5	10%
5.	Poor	2	7	35%
6.	Very poor	1	7	35%
	Total		20	100%

The table above shows that students' score in the area of comprehensibility of pre- test are varieties; in which there were no students (0%) got 'excellent' , (0%) got 'very good', 1 student (5%) 'good' classification. There were 5 students (25%) got 'average', 7 students (35%) got 'poor' and 7 students (35%) got 'very poor' classification.

**Table 4.5**

**The students' raw score of pre test.**

<b>Respondent</b>	<b>Three Aspect Of Speaking Assessment</b>			<b>Total</b>
	<b>Accuracy</b>	<b>Fluency</b>	<b>Comprehensibility</b>	
<i>R1</i>	2	1	1	4
<i>R2</i>	1	1	1	3
<i>R3</i>	1	1	1	3
<i>R4</i>	2	1	1	4
<i>R5</i>	2	1	1	4
<i>R6</i>	2	1	1	4
<i>R7</i>	1	1	1	3
<i>R8</i>	1	2	1	4
<i>R9</i>	2	1	2	5
<i>R10</i>	1	1	1	3
<i>R11</i>	2	1	1	4
<i>R12</i>	1	2	2	4
<i>R13</i>	1	2	2	5
<i>R14</i>	2	2	2	6
<i>R15</i>	1	1	1	3
<i>R16</i>	2	1	1	4
<i>R17</i>	1	2	2	5
<i>R18</i>	1	1	2	4
<i>R19</i>	1	1	2	4
<i>R20</i>	2	1	2	5
<i>Total</i>	29	24	28	XI=81

The table above shows the students' raw score of pre-test which consists of three main aspects of speaking assessment namely; accuracy, fluency, and comprehensibility. It could be seen that the number of sample were 20 students and the total score of the students' speaking skill in pre-test were 81 points.

**Table 4.6**

**The rate percentage of students' score in the area of accuracy of post-test.**

No	Classification	Score	Frequency	Percentage
1.	Excellent	6	-	0%
2.	Very good	5	-	0%
3.	Good	4	-	0%
4.	Average	3	11	55%
5.	Poor	2	9	45%
6.	Very poor	1	-	0%
	Total		20	100%

The table above shows that students' score in the area of accuracy of post- test were varieties; in which there were none students (0%) got 'excellent' and no students (0%) got 'very good' classification. There were 11 students (55%) got 'average', 9 students (45%) got 'poor' and no students (0%) got 'very poor' classification.

**Table 4.7**

**The rate percentage of students' score in the area of fluency of post test.**

No	Classification	Score	Frequency	Percentage
1.	Excellent	6	-	0%
2.	Very good	5	-	0%
3.	Good	4	-	0%
4.	Averaged	3	6	30%
5.	Poor	2	14	70%
6.	Very poor	1	-	0%
	Total		20	100%

The table above shows that students' score in the area of fluency of post- test are varieties; in which there were no students (0%) got 'excellent' and (0%) got 'very good' , no students (0%) got 'good', there were 6 students (30%) got 'average', there were 14 students (70%) got 'poor' and no students (0%) got 'very poor' classification.

**Table 4.8**

**The rate percentage of students' score in the area of comprehensibility of post-test.**

No	Classification	Score	Frequency	Percentage
1.	Excellent	6	-	0%
2.	Very good	5	-	0%
3.	Good	4	1	5%
4.	Averaged	3	10	50%
5.	Poor	2	9	45%
6.	Very poor	1	-	0%
	Total		20	100%

The table above shows that students' score in the area of comprehensibility of post- test are varieties; in which there were no students (0%) got 'excellent' none of students (0%) got 'very good', there was 1 students (5%) got 'good', there were 10 students (50%) got 'average', 9 students (45%) got 'poor' and there none of students (0%) got 'very poor' classification.

The students' score of accuracy, fluency and comprehensibility in post-test are persented as follows:

**Table 4.9**

**The students' raw scores of post-test**

<b>Respondent</b>	<b>Three Aspect Of Speaking Assessment</b>			<b>Total</b>
	<b>Accuracy</b>	<b>Fluency</b>	<b>Comprehensibility</b>	
<i>R1</i>	3	2	3	8
<i>R2</i>	3	2	2	7
<i>R3</i>	2	2	2	6
<i>R4</i>	3	2	3	8
<i>R5</i>	2	2	3	7
<i>R6</i>	2	2	2	6
<i>R7</i>	2	3	3	8
<i>R8</i>	3	2	2	7
<i>R9</i>	3	3	3	9
<i>R10</i>	2	3	3	8
<i>R11</i>	3	2	2	7
<i>R12</i>	2	2	2	6
<i>R13</i>	3	2	3	8
<i>R14</i>	3	3	4	10
<i>R15</i>	2	2	3	7
<i>R16</i>	3	2	2	7
<i>R17</i>	3	3	3	9
<i>R18</i>	3	2	3	8
<i>R19</i>	2	3	2	7
<i>R20</i>	2	2	2	6
<i>Total</i>	51	46	52	X <sub>2</sub> = 149

The table above shows the students' raw score of pre-test which consists of three main aspects of speaking assessment namely; accuracy, fluency, and comprehensibility. It can be seen that the number of sample are 20 students and the total score of the students' speaking skill in pre test are 149 points.

## APPENDIX

### RENCANA PELAKSANAAN PEMBELAJARAN

Nama	: MAN PALOPO
Mata pelajaran	: Bahasa Inggris
Kelas/ Semester	: 2/1
Waktu	: 2 jam
Tahun	: 2013/2014
Standar Kompetensi	: Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.
Kompetensi dasar	: Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas.

#### 1. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat :

Pertemuan 1-2

- Meningkatkan kemampuan berbicara melalui strategi Think-pair-share

#### 2. MATERI PEMBELAJARAN

- *Education in Indonesia*
- *Internet*
- *Juvenile delinquency*

### 3. LANGKAH-LANGKAH

Setiap kali pertemuan :

- Kegiatan awal (10 menit) :
  - Menyapa siswa
  - Berdoa sebelum belajar
  - Mengecek kehadiran
  - Memberi motivasi
- Kegiatan inti (1/35)
  - Pertemuan 1
    - Guru menjelaskan tentang strategi think pair share.
    - Guru menjelaskan aturan main Think pair share dan batasan waktu untuk tiap kegiatan.
    - Guru memberikan arahan kepada siswa agar berpasang-pasangan teman sebangkunya.
    - Guru memberikan sebuah topik pembelajaran tentang *pendidikan di indonesia*, kemudian siswa berdiskusi kepada pasangannya.
  - Pertemuan 2
    - Guru melanjutkan topik pembelajaran tentang *pendidikan di indonesia*, yang telah diberikan pada pertemuan sebelumnya.
    - Guru memanggil satu pasang siswa, dipanggil secara acak untuk berbagi pendapat kepada seluruh siswa di kelas dengan dipandu oleh guru.
  - Pertemuan 3
    - Guru mengarahkan kepada siswa untuk mengubah pasangannya.

- Guru memberikan sebuah topik pembelajaran tentang *internet* kepada siswa yang akan didiskusikan.
- Pertemuan 4
  - Guru melanjutkan topik pembelajaran tentang *internet* yang telah dijabarkan pada pertemuan sebelumnya.
  - Guru memanggil satu pasang siswa secara acak untuk berbagi pendapat kepada seluruh siswa lainnya.
- Pertemuan 5
  - Guru mengarahkan kepada siswa agar memilih pasangan yang ia sukai untuk berdiskusi.
  - Guru memberikan sebuah topik tentang *kenakalan remaja* kepada siswa untuk berdiskusi kepada pasangannya masing-masing.
- Pertemuan 6
  - Guru melanjutkan topik pembelajaran tentang sebelumnya.
  - Guru memanggil satu pasang siswa secara acak untuk berbagi pendapat kepada seluruh siswa lainnya.
- Kegiatan akhir (5 menit)
  - Guru memberikan tindak lanjut tentang pembahasan selanjutnya
  - Berdoa untuk mengakhiri pelajaran
- Penilaian
  - Pengamatan.



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Nomor : Palopo, Januari 2014  
Lampiran : 1 (Satu) Draft Skripsi  
Perihal : Perihal pengesahan Draft

Kepada yth.

**Bapak Ketua STAIN Palopo**

Di -

Palopo

Assalamu alaikum Wr. Wb.

Dengan Hormat yang bertanda tangan dibawah ini:

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At The Eleventh Year Students Of MAN Palopo***

Mengajukan permohonan kepada bapak kiranya berkenan mengesahkan draft skripsi yang termaksud di atas.

Demikian permohonan saya, atas perhatian bapak saya ucapkan terima kasih.

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## Angket penelitian

### 1. Petunjuk pengisian

- a. Bacalah dengan baik setiap pernyataan dibawah ini.
- b. Bubuhkanlah tanda silang (X) pada kolom yang tersedia.
  - Pilih A, jika anda sangat setuju terhadap pernyataan.
  - Pilih B, jika anda setuju terhadap pernyataan.
  - Pilih C, jika anda tidak setuju terhadap pernyataan.
  - Pilih D, jika anda sangat tidak setuju terhadap pernyataan.
- c. Apabila terjadi kesalahan dalam pengisian angket, berilah tanda linkran (0) pada jawaban yang salah tersebut, kemudian bubuhkan tanda silang (X) Pada jawaban yang benar.
- d. Setelah pengisian ini, kumpulkan kembali peneliti.

### 2. Pernyataan.

No	Pernyataan	A	B	C	D
1	Anda senang belajar dengan menggunakan strategi Think Pair Share Strategi				
2	Think Pair Share Strategi mampu memotivasi dalam peningkatan berbahasa inggris anda				
3	Think Pair Share Strategi dapat membantu kelancaran speaking anda				
4	Melalui Think Pair Share Strategi anda dapat dengan mudah berbicara dalam bahasa inggris				
5	Think Pair Share Strategi memberikan nuansa yang baru dalam peningkatan proses pembelajaran bahasa inggris				
6	Think Pair Share Strategi dapat memperlancar speaking serta menambah perbendaharaan kata dan bahasa inggris				
7	Think Pair Share Strategi ini merupakan salah satu alternative cara yang baik berbicara bahasa inggris				
8	Think Pair Share Strategi ini dapat membangun rasa percaya diri anda berbicara dalam kelas				

## AUTOBIOGRAPHY



The researcher, Nur azisa, S.Pd. was born on 21<sup>th</sup> November 1991 in Ujung Bassiang. She is the sixth child from eight brothers and sisters. She is child from Syarifuddin and Mardaeni. She started to school at SDN 234 Temmalebba Palopo, and graduated in 2002. In the same year, she continued his study at SMP 8 Palopo and graduated in 2006. And then She continued her study at Senior High School MAN Plaopo and graduated in 2009. In the same year she took English Study Program of Tarbiyah Department STAIN Palopo.

During her study, she was active in Internal Students Organizations. First She Collected together KAMMI Palopo since 2009. Second she joined was member of English students Association ( HMPS-BIG) STAIN Palopo since 2009-2011, and the last she joined BEM STAIN Palopo since 2011-2013.

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