

AN UNDERGRADUATE THESIS

**INCREASING SPEAKING SKILL THROUGH
THINK-PAIR-SHARE TECHNIQUE IN JUNIOR HIGH SCHOOL
LABUHAN RATU VIII EAST LAMPUNG**



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STATE ISLAMIC COLLEGE (STAIN)

JURAI SIWO METRO

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LABUHAN RATU VIII EAST LAMPUNG**

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LAMPUNG
ABSTRACT

Oleh :
LELI ASMAWATI

The goal of teaching speaking is the students can communicate in the target language. The students find some difficulties in mastering the speaking. Therefore, the teacher expected to be more creative to choose the technique applied in the classroom.

Think-Pair-Share technique is one of the techniques in cooperative learning that give the students chance to do the task by their selves and also to work together in pair to maximize their own and each other's learning.

This research is aimed to find out whether the Think-Pair-Share technique can increase the students speaking skill. This research is classroom action research. The research used test, obsevation, documentation and field note to collect the data.

The classroom action research was conducted by 2 cycles. There are four steps in each cycle; they are planning, acting, observing and reflecting. The researcher gave one pre test before treatment, two treatments, and two post test. The subjects of this action research are the ninth graders in Junior High School Labuhan Ratu VIII East Lampung. This reseach used 32 students as object of research. The researcher used average formula to prove whether hypothesis is accepted or rejected.

The research result, it is found that the average score of pre test is 50,16 and the average of test of cycle 1 is 63,13 in cycle I, its means that the average score increased 13. Based on KKM in Junior High School Labuhan Ratu VIII East Lampung were 70, so the researcher did cycle 2. And in cycle 2 the average score of test of cycle 2 is 63,13 and the average of post test is 70,16 its means that average score increased 7. So, in cycle 2 was success.

The using of Think-Pair-Share, as a technique also increases the students' speaking skill in the class. They can share the knowlegde each other so they can easier to express their idea. From the analysis above it cleared that Think-Pair-Share technique can increase students' speaking skill especially in the nine graders in Junior High School Labuhan Ratu VIII East Lampung.

MENINGKATKAN KEMAMPUAN BERBICARA MELALUI TEKNIK THINK-
PAIR-SHARE DI SMP N LABUHAN RATU VIII EAST LAMPUNG
ABSTRAK

Oleh :

LELI ASMAWATI

Tujuan pengajaran speaking adalah siswa dapat berkomunikasi dalam bahasa target. Siswa menemukan beberapa kesulitan dalam menguasai speaking. Oleh karena itu guru diharapkan dapat lebih kreatif dalam memilih teknik yang diterapkan dalam kelas.

Think-Pair-Share adalah suatu teknik dalam pendekatan pembelajaran kooperative. Teknik tersebut memberikan kesempatan kepada siswa untuk menyelesaikan tugasnya sendiri secara individual dan bekerja secara berkelompok dengan pasangannya untuk memaksimalkan pembelajaran mereka sendiri serta pembelajaran satu sama lain.

Tujuan penelitian ini adalah untuk mengetahui apakah teknik Think-Pair-Share dapat meningkatkan kecakapan berbicara siswa. Penelitian ini adalah penelitian tindakan kelas. Penelitian ini menggunakan tes, observasi, dokumentasi dan catatan dalam pengumpulan datanya.

Penelitian tindakan kelas ini dilakukan dalam 2 siklus. Ada 4 tahap dalam setiap siklus yaitu perencanaan, tindakan, observasi, dan refleksi. Peneliti memberikan pre test sebelum tindakan, 2 kali tindakan, dan 2 post test. penelitian ini dilaksanakan dikelas sembilan SMP N Labuhan Ratu VIII Lampung Timur. Penelitian ini menggunakan 32 siswa sebagai objek penelitian. Peneliti menggunakan rumus rata-rata untuk membuktikan hipotesis diterima atau ditolak.

Dari hasil penelitian, diperoleh rata-rata pre test dengan nilai 50,16 dan rata-rata test siklus 1 adalah 63,13 di siklus 1. Hal ini berarti ada peningkatan nilai sebesar 13. Namun berdasarkan KKM di SMP N Labuhan Ratu VIII adalah 70, maka peneliti mengadakan siklus yang ke 2. Di siklus yang kedua diperoleh rata-rata test siklus 2 dengan nilai 63,13 dan rata-rata post test 70,16. Ini berarti terjadi peningkatan nilai sebesar 7. Jadi, siklus 2 telah sukses.

Penggunaan Think-Pair-Share sebagai teknik dapat meningkatkan kecakapan berbicara siswa di dalam kelas. Mereka dapat saling berbagi pengetahuan satu sama lain sehingga mereka mudah dalam mengungkapkan ide-ide. Dari analisis di atas telah jelas bahwa teknik Think-Pair-Share dapat meningkatkan Kecakapan berbicara siswa khususnya kelas 9 di SMP N Labuhan Ratu VIII Lampung Timur.

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro , August 2013
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STATEMENT OF RESEARCH ORIGINALITY

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MOTTO

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

Artinya : *“Read! In the name of the lord who created”* (Q.S. Al-Falaq : 1)

“Don't Doing More But Doing Better”
(Mario Teguh)

DEDICATION PAGE

This piece of work's dedicated to:

My beloved parents

My beloved husband

My beloved brothers and sister

**Thanks for your loving, praying, supporting, until finished
this paper.**

**My best friends (all of my friends in English Departement)
thanks for your support and help, I love you because Allah.**

My beloved classmates and

My almamater State Islamic College (STAIN)

Jurai Siwo Metro.

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Metro, August 2013
The Researcher

LELI ASMAWATI
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TABLE OF CONTENTS

COVER	i
TITLE	ii
ABSTRACT	iii
ABSTRAK	iv
APPROVAL PAGE	v
RATIFICATION PAGE	vi
NOTA DINAS	vii
STATEMENT OF RESEARCH ORIGINALITY	viii
MOTTO	ix
DEDICATION PAGE	x
ACKNOWLEDGEMENT	xi
TABLE OF CONTENT	xii
LIST OF TABLE	xv
LIST OF FIGURE	xvi

CHAPTER I INTRODUCTION

A. Background of the study.....	1
B. Problem Identification.....	4
C. Problems Limitation.....	4
D. problem formulation.....	5
E. Objectives and Benefits of the Study.....	5

CHAPTER II THEORETICAL REVIEW

A. Theoretical Review.....	6
1. The Nature of Speaking	6

2. The Element of Speaking.....	7
3. The Function of Speaking.....	9
4. Teaching Speaking Skill.....	11
B. Think-Pair-Share Technique.....	16
1. The Concept of Technique.....	16
2. The Nature of Think-Pair-Share Technique.....	17
3. The Uses of Think-Pair -Share Technique.....	20
4. Procedures of Think-Pair -Share Technique.....	21
C. Theoretical Framework.....	22
D. Action Hypothesis.....	24

CHAPTER III RESEARCH METHOD

A. Setting.....	25
B. Subject of Study.....	25
C. Object of Study.....	26
D. Action Research.....	26
1. Cycle I.....	28
2. Cycle 2.....	29
E. Data Collection Method.....	30
1. Test.....	30
2. Observation	30
3. Documentation.....	31
4. Field Note.....	31
5. Interview.....	31
F. Data Analysis Technique.....	31
1. Formula of the Action Research.....	31
2. Indicator of Success.....	32

3. Validity.....	32
4. Reliability.....	33

CHAPTER IV RESULT OF THE RESEARCH

A. Description of the Research.....	34
1. Action and Learning Product at Pre-Test.....	34
2. Cycle 1	37
3. Cycle 2.....	44
B. Interpretation.....	51
1. Students' Learning Activities Data.....	51
2. The Result Of Cycle I.....	53
3. The Result Of Cycle II.....	55

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	60
B. Suggestion.....	60

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

Table 1.	Student	Speaking	Score	2			
Table 2.	The	Condition	Of	The	Students	25		
Table 3.	The	Students'	Score	of	Pre	Test	35
Table 4.	The frequency of students' score from the result of pre-test					36	
Table 5.	Table of the result of students' activities					39	
Table 6.	The Result of Students' Speaking Score in the Post-Test cycle 1							

.....
.....

40

Table 7. The frequency of students' score from result of Post Test 1

.....
.....

41

Table 8. The students' activities at post test cycle 2

.....
.....

46

Table 9. The Result of Students' Speaking Score in the Post-Test cycle 2

.....
.....

47

Table 10. The frequency of students' score from the result of post-test 2

.....
.....

48

Table 11. Students' activities at the cycle 1 and cycle 2

.....
.....

51

Table 12. The comparison between the result of pre-test and post test 1

.....
.....

54

Table 13. The comparison between the result of post-test 1 and post test 2

.....
.....

56

Table 14. The comparison between the result of at pe-test, post-test 1 and
post-test 2

.....
.....

57

LIST OF FIGURE

Picture 1. Figure The cycle of the classroom research.....

27

Picture 2 chart, Increasing the students' activities in cycle I and cycle

II

52

Picture 3 Chart, Comparison of score average at pre test, post test1,

and post test 2.....

58

CHAPTER 1

INTRODUCTION

A. The Background of the Study

Language is a signally system which operates with symbolic vocal sounds, and which is used by a group of people for the purpose of communication. According to Halliday, language is an important part of how humans communicate with each other.¹ Every country has different language. Nowadays, every people use English to communicate to other foreign countries.

In Indonesia, English considered as the first foreign language. English is one of core curriculum that must be learnt by the students, because English as an international language, so the students as a gold generation for the nation should master English to build up an international relationship and competition with the students in another countries. There are four skills that should be mastered, namely : listening, speaking, reading, and writing².

Speaking is one of the important skill. Moreover, the mastery of speaking skill in English is a priority for many foreign language students. Because the goal of a language classroom is to communicate in target language. Therefore, the teaching learning process should provide the students guidelines to achieve the communicative competence.

¹ Kristin Lems, et.al. *Teaching Reading to English Language Learner*, New York: Guilford Publications, Inc, 2010, p.1

² Dougl's Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, second Edition, Addison Wesley Longman, Inc, San Fransisco, 2001, p.232.

There are many kinds of method used in language teaching. One of the method is cooperative learning (CL). In CL classroom the students work together in a group or in a pair in order to achieve goals successfully. In order the students can maximize their own and each other's learning. There are some technique that can be used to apply the method. One of them is Think-Pair-Share (TPS). Think-Pair-Share (TPS) encourages the students participate actively. It provides the time and focus for students to formulate their individual ideas and share these ideas with another students.

Based on the result of pre survey, on February 9th, 2013 in Junior High School Labuhan Ratu VIII, the reseacher got data about the speaking score, the English has decided 70 as a minimum requirement (KKM). The data can be seen as follows.

Table 1

The students' speaking score at the second grade of Junior High School Labuhan Ratu VIII at East Lampung in the Academic Year of 2012/2013

No	Score	Criteria	Frequency	Percentages
1	≥ 70	Passed	12	37.50 %
2	≤ 70	Failed	20	62.50 %
Total			32	100%

Source : "Mrs..Mulyanti S.Pd" The teacher who teaches in Junior High School

Labuhan Ratu VIII taken on february 9th, 2013.

Based on the data above, it can be seen only 12 students that have good score. It means that only 37,50% students who passed the speaking test and 62,50 % students failed.

Furthermore, the researcher found problems at class IX of Junior High School Labuhan Ratu VIII. The problems are: First, it relates to the condition of the students who are lack of vocabulary. Second, the students have low pronunciation. Third, the students become very frustrated when the students do not know the word or grammar that they need to express themselves. Consequently the students become passive in learning process. Besides that the students would not to be motivated to participate in the classroom when they are not interested the topic.

Therefore, the teacher should be able to make teaching speaking interested. The teacher should be able to invite the students' participation in the learning activity. Through choosing an interesting topic is correlated with their real-life make the students are motivated to participate in the learning activity. Besides that, the teachers should be able to apply the suitable technique for each goal.

Based on explanation above, the researcher will use Think-Pair-Share (TPS) Technique in the class. Hopefully by TPS Technique, the researcher is easier to control the students' behavior and student's pronunciation. The researcher chooses interesting topic, give the motivation, and provide the language reinforcement to the stimulate presented. The researcher wants to know the students' speaking skill at class IX of Junior High School Labuhan

Ratu VIII and hopes the students can learn by using Think-Pair-Share (TPS) Technique.

The main concern of this study is to know how far the technique can increase the students' speaking skill.

A. Problem Identification

Based on the background discussed above, the researcher would like to identify the problem as follow:

1. The students have lack of vocabulary.
2. The students have low pronunciation.
3. The students become passive since they do not know the way how to express their ideas.
4. The students do not have motivation to participate in learning activity.

B. Problem Limitation

The researcher focuses on“increasing speaking skill through Think-Pair-Share (TPS) technique in Junior High School Labuhan Ratu VIII. Because the students have low skill in speaking English, so they still have difficulty to practice in speaking English.

C. Problem Formulation

The problems will be investigated are formulated as follows:

Can Think-Pair-Share (TPS) technique increase speaking skill?

D. Objectives and Benefits of Study

1. Objectives of Study

To find out whether the TPS technique can increase students speaking skill at Junior High School Labuhan Ratu VIII East Lampung.

2. Benefits of Study

a. For the students

The students are expected to be able to learn easily as much as possible to master English especially in speaking. In order the students can improve their speaking skill.

b. For the teacher

To give information for English teacher that TPS technique is effective to solve student's problem in speaking and the teacher be able to use some way in helping the students to be more creative in learning process through applying TPS technique in the classroom.

c. For the Institution

This research can give some information to the English teacher and improving the learning English process in the future.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Review

1. The Nature of Speaking

Speaking is a spoken productive language skill. It is about how the students produce the language orally. Gleason and Ratner (1998) maintains that the speech production is the process by speakers turn their psychological concept into their spoken utterances to communicate a message to their listeners in the communicative interaction.³

While, Harmer explains that speaking refers to the students pieces of language and sees how its turn out that information are feed back into the acquisition process.⁴

Furthemore Brown (2001:267) pointed out that listening and speaking skills are closely connected. So, the interaction between these two skills of performances uses intense as conversation.⁵

It is widely recognized that word “speak “ can be divided into namely say things, talk, be able to use a language, express ideas, feelings, etc without words actions, idiom on speaking term know well enough to speak to him/her speak one’s mind express one’s opinion openly, give evidence for speak on

³ Siahaan, Sanggam, *Issues in Linguistics*,(Yogyakarta:Graha Ilmu,2008), p. 94-95

⁴ Harmer, Jeremy, *The Practice of English Language Teaching*, 3 ed, (Cambridge: Longman,2001), p. 250

⁵H. Daughlas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (2nded), (New York : Addison Wesley, 2001),p.267

give (an opinion, etc) openly more loudly, person who speak a particular language.⁶

Based on the definitions above, it can be inferred that speaking is productive language skill that focused on the students' capability to produce a language orally. It is about how the students express their selves such as; exploring ideas, express feeling, etc.

2. The Elements of Speaking

The basic assumption in any oral interaction is that the speaker wants to communicate ideas, feelings, attitudes and information to the hearer or wants to employ speech that relates to the situation.⁷ Therefore, the ability to speak fluently presupposes not only knowledge the language features, but also the ability to process the information.

The element of speaking as follow:

a. Language Features

1) Connected Speech

Connected speech is the sounds modifying such as; assimilation, ommision, addition, or weakened. The effective English speakers need to be able not only to produce the individual phonemes but also to use connected speech fluently. Therefore, the learning activity should

⁶Manser, H, Martin, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 1995), p.398

⁷Celce. M and Olshtain. G., *Discourse and Context in Language Teaching (A Guide For Language Teacher's)*, (Cambridge: Cambridge University Press, 2000), p.166.

involve students in the activities designed specifically to improve their ability.

2) Expressive devise

To express the feeling, the native speaker often change pitch and stress of particular part of utterances, vary volume and speed, and show by other physical an non-verbal to convey the meaning.

3) Lexis and Grammar

There are differences between written and spoken grammatical. Spoken grammar has minimal planning opportunities. Thus, the teacher should supply a variety of different language functions. The students are involved in specific speaking context in order they can produce of various stage of an interaction.

4) Negotiation Language

The negotiation language is used to seek clarification and show the stucture of the speakers saying.

b. Mental / social Processing

Speaking skill is productive language skill. It involves the knowledge of language skill such as discussed above and also dependent on the rapid processing skill.

1) Language Processing

Language processing involves the retrieval of words and phrase from memory and their assembly into syntactically and propositionally appropriate sequences. The speaking activities aimed to help the students develop habits of rapid language processing English

2) Interaction With Other

Most of speaking takes the form face-to-face dialogue and therefore involves interaction.⁸ The speaking activities involve the students' interaction with the others and understanding each others.

3) (On-the-spot) information processing

The speaker needs to be able to process the information and response to others' feeling in using the language.⁹

3. The Function of Speaking

In designing speaking activities is necessary to recognize the differences functions of speaking. Brown and Yule's framework state three-part version of the function of speaking ; talk as interaction, talk as transaction and talk as performance. It is described as follows:

1) Talk as Interaction

⁸ Thornbury, Scott, *How To Teach Speaking*, (Essex: Pearson Education, 2005), p. 8

⁹Harmer, Jeremi *The Practice of English Language Teaching*, 3 ed., (Cambridge: Longman, 2001), p. 269-271

Talk as interaction refers to what we normally mean by ‘conversation’ and describes interaction refers to what server a primarily social function. It is very difficult for the teacher to teach students in this case. The teacher should be able to invite the students give feedback even in small conversation.

2) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said to or done. The message and making oneself understood clearly and accurately is the central focus, rather that the participants and how they interact socially with each other, such: offering something, asking for direction, classroom discussion, etc.

3) Talk as performance

Talk as performance tends to be in the form of monolog rather that dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. It focused both on message and audience, and more predictable organization.¹⁰

Based on explanation above, the teaching process are different in each function. The teachers have to analyze first what the focus of the speaking class. Then, the teachers identify the appropriate strategy to teach kinds of the function of speaking.

¹⁰ Richard, Jack C, *Teaching Listening and Speaking: From Theory to Practice*, (Cambridge: Cambridge University Press, 2008), p. 21-28

4. Teaching Speaking Skill

English as foreign language where the English is not used the society, the learning needs practice as much as possible As a spoken language production , speaking is often considered to be one of the most difficult aspect in language learning for the teacher help the students. In teaching learning activities, the students need a wide variety of activities, different pattern of interaction and opportunities to maximize talk in the classroom in order to sustain speaking.¹¹

The teaching speaking goals is the students can communicate in the target language. It is caused by the communicative competence is the goal of a language classroom. The students should be able to express themselves in the target language, like exchanging information and apologize, and also to express their need like; request something. Therefore, it is very important for the students to achieve the communicative competence. According to Canale and Swain there are four major components of communicative competence as follows:

1) Grammatical Competence

¹¹Ellis. G. And Brewster. J., *The primary English Teacher's Guide*, (Essex: Pearson Education,2000)p.106.

Grammatical competence refers to the the degree to which the language user has mastered the linguistics code including knowledge of vocabulary, rules of pronunciation and spelling, word formation and sentence structured.

2) Sociolinguistics Competence

Sociolinguistics competence addresses the extent to which grammatical forms can be used or understood appropriately in various contexts to convey specific communicative function.

3) Discourse competence

Discourse knowledge involves using grammar and vocabulary in order to connect speaking turns and to signal speaker's intention. Discourse competence is the ability to combaine ideas to achieve cohesion in from and coherence in through. It is knowledge about how to organize and connect individual utterances, as well as how to map this knowledge on to the tern taking structures of interactive talk.¹²

4) Strategic Competence

Strategic competence involves the use of verbal and non-verbal communication strategy to compensate for gaps in the language user's knowledge of the code or for breakdown in communication because of performance factor.¹³

¹² Thornbury, Scott, *Op.Cit.*,p.14-15

¹³Henry Yufrizal,*An Intriduction To Second Language Acqisition (A Text Book for ESL Learners And English Teacher)*, (Bandung: Pustaka Rineka Cipta, 2008), p. 12-13

Based on the explanation above, communicative goals that should be achieved by the students are not only in structural form of the language but also the functional form of the language. Consequently, the teaching should provide the students guidelines to use the language accurately and fluently in order the students can apply their competence both in the classroom and in the real life.

According to Pawlak, the act of the speaking is rarely a monologue and typically also involves simultaneous listening and comprehending; it happens in real time (.....).¹⁴ Consequently, the teaching speaking should lead the students to achieve the communicative competence.

The teaching learning speaking activity should deal both interactional and transactional function. The teaching should be able to reach the students' communicative competence, thus they can use English to communicate in the target language.

There are some indicators that required to be achieved by the students in speaking aspect. Weir gives the analytic speaking criteria as follows:

Analytic speaking criteria.

Aspect	Category	Indicators
Fluency	4 (excellent)	Generally natural delivery, only occasional

¹⁴Pawlak, Miraslaw, et,al *Speaking and Instructured Foreign Language Acquisition*, (UK: Multilingual Matters,2001), p. 4.

		halting when searching for appropriate words/expressions
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although she/he may need an occasional prompt.
	2 (adequate)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompt.
	1 (fair)	The student speaks so little that no 'fluent' speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few inappropriacies.

	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentences
Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical form but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentences.
Interactional strategies	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction ineffective can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal. ¹⁵

¹⁵Weir, Cyril j. *Language Testing And Validation*, (New York: Palgrave McMillan,2005), p. 195-196

B. The Concept of Think-Pair-Share Technique

1. The Concept of Technique

Technique plays an important role in teaching learning activity. Edward Antony defines techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.¹⁶ It is a manner that is used by the teacher to convey the materials in the classroom. It includes a whole of the activities since the teaching learning process in the classroom.

2. The Nature of Think-Pair-Share Technique

Think-Pair-Share is one of the techniques in cooperative learning approach in which the students work together in a group / pair.

Cooperative learning is the functional use small groups through which students work together to maximize their own and each other's learning.¹⁷

Olsen and Kagan propose the following key elements of successful group-based in CL:

1) Positive interdependence

The essence of cooperative learning is that it has two interrelated components; an *academic* and *social* element. Students must feel that they need each other in order to complete the group's task. Every students has

¹⁶Brown,H Douglas *Teaching by Principles*, (San Fransisco: San Fransisco State University), p. 14

¹⁷Richard,C Jack and S. Rodgers, Theodores, *Approaches and Method in Language Teaching 2 ed.* (Cambridge: University Press,2008), p. 195.

two responsibilities; to learn the assigned material and also make sure that all other members of their group do likewise.¹⁸

2) Group Formation

Group formation is important factor in creating the possitive interdependence. There are some factors that should be considered in setting up the group they are;

- a) Group size is decided depends on the tasks they have to carry out, the age of the students, and the time limit of the lesson.
- b) Assigning the students to group can be a teacher- selected, random or students-selected. According to jhonson and jonson, ‘more elaborative thinking, more frequent giving and receiving of explanations, and greater perspective taking in discussing material seem to occur in heterogeneous group, all of which increase the depth of understanding, the quality of reasoning, and the accuracy of long- term retention’. So that, the heterogeneous group becomes more effectivelly applied in the classroom.

¹⁸ Maxim, George W., *Social Studies and The Elementary School Child*, (West Chester University: Prentice- Hall, Inc 1995), p.251

c) Each group members has a specific role to play in a group. They should enact their role succesfully for the group to function effectivelly.

3) Individual accountability.

The goal of cooperative language learning is held accountable for the student's own learning. It involves both group and individual. The students should feel that they are accountable to complete the task and to master the material both as a member of group and individually.

4) Social skill

Social skill is about the way students interact with each other as teammates. The students learn to work cooperatively in group by making interpesonal functioning form an important learning goal.

5) Structuring and structures

Structuring and structures refers to ways of organizing students' interaction and different ways students are to interact.¹⁹

Cooperative learning is not simply as learning in groups, but the students work in a group/pair to improve their own capability and create the positive interdependence with the others. The cooperative learning is develop to achieve the learning result such: academic achievement, diversity, tolerance and social skill development.

¹⁹Richard,C Jack and S. Rodgers, Theodores, Op.Cit.,p. 196-197

Think-Pair-Share is developed by F.Lyman, It is designed to provide students with “food for thought” on given topics enabling them to formulate individual ideas and share these ideas with another student.²⁰ It can encourage the students’ participant in the classroom.

A Think-Pair-Share activity is when learners take a minute to ponder the previous lesson, later to discuss it with one or more of their peers, finally to share it with the class as part of a formal discussion.²¹

This technique gives the students change to do the task by their selves and also to work together with their partner. This technique can maximize the students’ participation. The students can show their existence and their participant to the other through sharing activity in the classroom.²²

Based on quotations above, it can be inferred that Think-Pair-Share technique is the technique in cooperative learning where the students work in pair. This technique can encourage the students’ participant in the learning activity.it is begin with “thinking”, the students are given a question then the students think the responses and discussed with their “pair” and finally the students “share” in a large group/class

3. The Uses of Think-Pair-Share

There are some uses of Think-Pair-Share such as: the technique provides “think time” to increase the quality of the students’ responses. The

²⁰ <http://serc.carleton.edu/160>

²¹ http://en.wikipedia.org/wiki/active_learning

²² Isjoni, *Cooperative Learning Efektifitas pembelajaran kelompok*, (Bandung: Alfabeta, 2009), p.78

teaching learning activity should take the students' participant. Teacher can be seen from the students' responses. The students need time to process new ideas in order to store in the memory.

Therefore, to get a good responses from the students, they should be given a time to think about idea.

The students become more actively involved in thinking about the concepts presented in the lesson. When students talk over new ideas, they are forced to make sense of those new ideas in term of their prior knowledge. Sometimes the students find some misunderstands about the topic. Those are often revealed and resolved during this discussion stage. Students are more willing to participate since they do not feel the peer pressure involved in repending in front of the whole class.

4. Procedures of Think-Pair-Share

This technique is developed by Jac McTighe and Frank T. Lyman, Jr., Think-Pair-Share is a discussion cycle during which the class is.

a. Presented with a question

The teacher poses a question to the students. The open-ended question is more likely to generate more discussion and higher order thinking. It should be consideration that the question should be related to their real live in order the students can be motivated to take a part in the classroom activities.

b. Giving time to think individually about the problem

The students are given a time to think about the answer. The time depend on the question or task and the class size. The Think-Pair-Share gives time at least three minute (it can be longer for more complicated questions).

- c. Asked to talk with each other in pair

The students are given a time to think the answer or response by their selves. Then, the teacher offers the students to get together with their pair and encourage the students to discuss with the partner.

- d. Share responses with a large group.

Finally, the students share the discussion result to the classroom. In this steps, the students will discuss in large group. Therefore, the students get many responses from the other. Through this activity, the students are expected be able to construct the knowledge.²³

C. Theoretical Framework

This research will apply the classroom action research (CAR), according to Yogesh Kumar Singh states that action research is a method for improving and

²³ Maxim, Goerge., Op.Cit., p. 256

modifying the working system of a classroom in school.²⁴ Based on the definition above, the researcher understood that the classroom action research should be done by the teacher in the class based on the problem which they get from the class and experience in the classroom. It's in order to improve and modify the working system of a classroom in school.

This research is collaborative study, Doughlas said : collaborative learning, the learner engages “with more capable others (teachers, advanced, peers, etc) who provide assistance and guidance.²⁵ Therefore, as a researcher need collaborator to help her implementation of classroom action research is to identify and find the problem solving and improvement the teaching practice. In other word classroom action research is the research is done by the teacher in the class based on the problem which they get from the class and experience in the classroom itself through self-reflection with the purpose to their performance so that the result can increased students' learning.

The benefit of Classroom Action Research (CAR)

The objectives of classroom action research explained by Suhardjono, as follows:

- Increasing of quality : input, process, the result of education and teaching at school.
- Helping the teacher and other educational personnel to accomplishing the problems of teaching and education in the class or out class.

²⁴Yogesh Kumar Singh, *Fundamental of Reseach Methodology and Statistics*, (New Delhi: New Age International Publisher, 2006),p.261

²⁵H. Daughlas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (2nd ed), (New York :Addision Wesley, 2001),p.47.

- Increasing educators and personnel educations professionalism attitude in education.
- Developing on academic culture at school environment in order to creature proactive attitude to improve the quality of education and teaching sustainable.²⁶

From the explanation above, the researcher understood that the benefits of CAR is to increase and improve the quality of education and teaching, it can improve the professionalism of teachers, increase the confidence of the teachers, allows the teachers can be active develop knowledge and skill. Thus it has many advantages and it help the teacher to get the problem solving of their problem in teaching practice in the classroom.

D. Action Hypothesis

Based on the frame of theories and assumption the researcher formulates the hypothesis is “using think- pair- share technique can increase speaking skill”.

²⁶SuharsimiArikunto et.al, *PenelitianTindakan Kelas*, (Jakarta: Bumi Aksara, 2007),p.61.

CHAPTER III

RESEARCH METHOD

A. Setting

This research is a classroom action research and the research would be done at class IX^D of Junior High School Labuhan Ratu VIII. The research will be conducted at Junior High School Labuhan Ratu VIII East Lampung in the academic year of 2013/2014, Junior High School is located in Kelahang sub district Labuhan Ratu VIII, East Lampung. This research consists of 32 students of class IX^D.

B. Subject of Study

The subject of study in this research is students of class IX^D at Junior High School Labuhan Ratu VIII. The condition of class IX^D at Junior High School Labuhan Ratu VIII as follows:

Table 2.

The Condition of the students

Class	Male	Female	Total
IX ^D	12	20	32

C. Object of Study

The object of this research is the students' speaking skill of class IX^D at Junior High School Labuhan Ratu VIII. The researcher has chosen the class because most of the students have low pronunciation and the students have low score in English lesson especially in speaking.

D. Action Research

McNiff states that action research is a name given to particular way of researching your own learning.²⁷ The aim of the research is to find the problem solving. In this research the writer needs a collaborator to help her in this action research it is caused as a new writer. Arikunto defines collaboration research is a research which be done together by helping a friend.²⁸ In this research, the researcher asks Mulyanti S.Pd as a collaborator.

Action research is a form of *collective self-reflective* enquiry undertaken by participants in social situation in order to improve the rationality and justice of their own social or education practices, as well as their understanding of these practices and the situations in which these practices are carried out.²⁹ It means that

²⁷ McNiff, Jean Whitehead, *Action Research: Principles and Practice*, Second Edition, London and New York, 2002, P. 15

²⁸ Suharsimi Arikunto, *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara, 2007, p.22

²⁹ *Ibid.*, p.24

action research is a practical way of looking at your practice in order to check whether it is as you feel it should be.

It is normal for a project to go through two or more cycles in an interactive process; the improvement of research can be seen from a series of cycles, each incorporating lesson from previous cycles.

In this classroom action research the researcher will conduct the research into at last two cycles. There is relationship in every cycle. It is portrayed as a cyclical spiral process involving step of planning, acting, observing, and reflecting.

Here are the step classroom action research design :

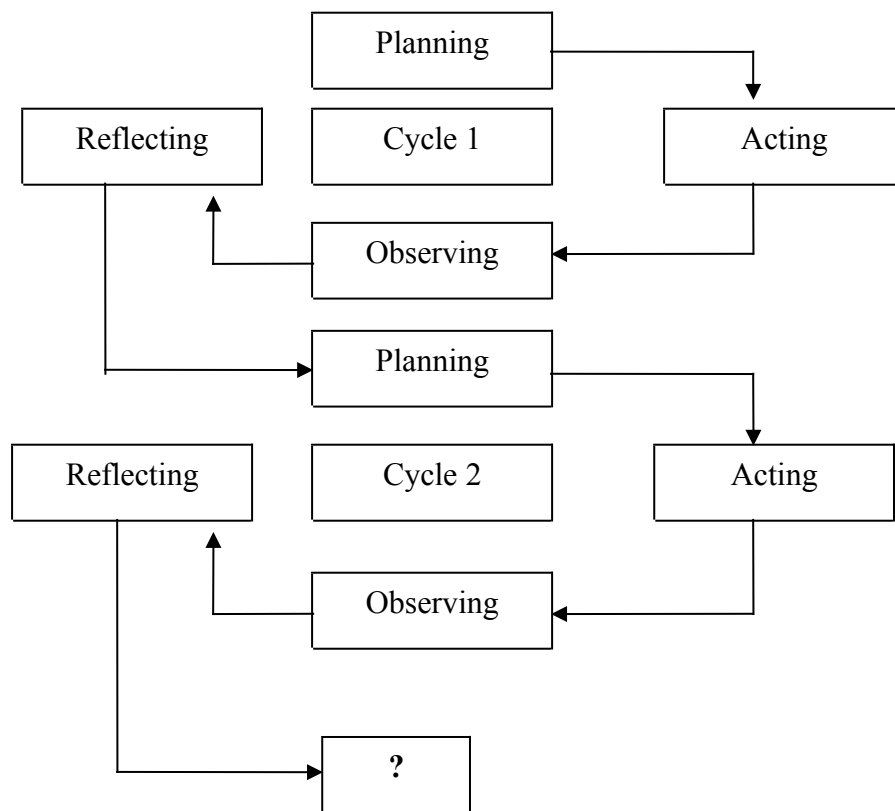


Figure 1 : the cycle of the classroom research by Suharsimi Arikunto model.³⁰

CAR (Classroom Action Research) cycle are:

a. Cycle 1

1. Planning

Planning is the first step of action research. This step explain about what, why, when, where, who, and how the action is conducted.

In planning the researcher and the collaborator did as follows :

- The researcher prepared the lesson plan.
- The researcher prepared the suitable material are appropriate with the syllabus.
- The researcher prepared the observation sheet.

2. Acting

Acting is describing about the teaching procedure of the research.

In this case, the researcher implements the plan that has been arranged before.

In this step the researcher and the collaborator did as follows:

- The researcher applies the lesson plan.
- The researcher explained the teacher's role and the students' role in teaching learning by using Think- Pair- Share technique.
- The researcher teaches by using Think- Pair- Share technique.

3. Observing

³⁰Suharsimi Arikunto et. Al, *PenelitianTindakanKelas*, Jakarta: BumiAksara, 2007, p.16.

Observing is the activity to record the event and action in the classroom. The researcher observes the students' activity by using observation sheet.

4. Reflecting

Reflection is the last step in this process. The researcher will analyze and discuss the observation result during teaching process, like the weakness and strength from the action. The researcher uses the data from evaluation to make improve for the next cycle.

b. Cycle 2

1) Planning

(a) Studying of the reflection result in the action 1 as the input of the action on cycle 2.

(b) Arranging the detail plan about the action on cycle 2.

(c) Collecting the subject material and the learning technique.

2) Acting

The researcher applies action plan II.

3) Observing

The next, the researcher observes the process of teaching learning by using format observation to collect the data in action plan II.

4) Reflecting

The researcher analyze the result of the action. In this step the researcher will compared the score distribution of pre-test and post-test, the researcher reviews and reflect on the students' activities.

E. Data Collection Method

The purpose of data collection method in the research is expressing the variable fact which is researched through the efficient and accurate ways. In data collection method the researcher uses the technique as follows :

1. Test

Test is a series of question or question that used for measure skills, knowledge, intelligence, capital ties of individual or group.³¹

a. Pre-test

The researcher uses pre-test to know the students' speaking skill before applying the treatment. The test in this research is developing explain about topic that given, then practice it.

b. Post-test

After giving the treatment, the researcher gives the post-test to the students. Same as pre-test, the research gives a topic, and the students explain or describe the topic then practice in front of the class.

2. Observation

³¹Edi Kusnadi, *Metodologi Penelitian*, Ramayana Press dan STAIN Metro, 2008,p.90

The researcher uses this technique to get the data about students' activity such as students' speaking skill. The researcher notes their activities in learning process in the class Observation sheet observed the students speaking score such as: fluency, pronunciation, vocabulary, grammatical accuracy, interactional strategies the researcher will check list (✓) on the columns that had been provided.

3. Documentation

Documentation is method that is to get information form written sources or documents like notes, books, magazine, regulations, of meeting and daily report and etc.³²

4. Field Note

Field note is used to get the data objectively, which can not be recode through observation sheet, such students activities during the treatment, their reaction or other guidance which can be used which in analysis and reflection.³³

5. Interview

Interview is the manner to get information from English teacher and students about the problems in speaking. It enable the researcher to probe the students mind and obtain the require data.

³²*Ibid*,p.102

³³SuharsimiArikunto, Op.cit 78

F. Data Analysis Technique

1. Formula of The Action Research

Data analysis will be conducted by taking the average score of the pre-test and post-test in cycle I and cycle II.

The formula of this research is:

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

\bar{X} = Mean

$\sum X$ = Total of scores

N = Total of subjects³⁴

2. Indicator of Success

The result of the research is matched by completeness standard (CS) at the school at least 70. If from the cycle I, there are some students are not successful, so the researcher conduct cycle II. The minimum cycle in classroom action research is two cycles. If in cycle II 50 % of the students are successful, so it is not continue to next cycle.

3. Validity

Validity in CAR is needed to get the data and information that can be accounted for the truth. There are five types of validity that can be applied, they are:

a. Result Validity

³⁴BurhanNurgiyanto et al, *StatistikTerapanuntukPenelitianIlmu-IlmuSosial*, (Yogyakarta : Gajah Mada University Press, 2004), P.64

Result Validity is the validity which respect to the satisfaction of all parties about the result of research.

b. Process Validity

This validity is related to the action process taken by teacher.

c. Dialogic Validity

This validity is concerned with the effort to minimize the subjectivity in both the process and the result of research. This validity is conducted by asking collaborator to asses sand give opinions of the teachers' actions to improve the learning process.

d. Democratic Validity

Democratic validity is related to the validity of role which is given by all parties that involved the suggestions and the consideration that related to the action taken by researcher.

e. Catalytic Validity

This validity relate to the way and new role in accordance with an action to solve the problem.³⁵

4. Reliability

Classroom action research is a research study that is situational and conditional. To maintain the reliability of classroom action research result the researcher presents its data.³⁶

³⁵WinaSanjaya, *PenelitianTindakanKelas*, (Jakarta: Prenada Media Group, 2009), p. 41-43

³⁶ *Ibid*

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Description of the Research

This research was conducted in two cycles. One cycle consist of two meetings, and needs a week to finish the first cycle, because in Junior High School Labuhan Ratu VIII East Lampung, English lesson is conducted 2 meeting in a week.

As it is mentioned before, each cycle consists of planning, acting, observating and reflecting. The material of classroom action research was how to increase the speaking skill by using Think-Pair-Share technique. The description of the result of classroom action research is:

1. Action and Learning Product at Pre-Test

- a. It was on Tuesday, July 17th, 2013, the learning was begun at 09.30 am. After praying, as the teacher, the researcher greeted the students and did the usual activity in every meeting, briefing the last material that was given in the last meeting.

- b. When all of the students were ready to have subject, the researcher has to the students to introduce their self and practice it, in front of the class for pre-test. Pre-test is done to measure the ability of the students' speaking skill before giving the action. In this test the students seemed get some difficulties in the pre-test.

When the times were up, researcher asked them to practice in front of the class.

- c. The Students' Pre-Test Result

Table 3 .The Students' Score of Pre Test

No	Name	Score pre test
1	AF	35
2	AS	70
3	Ay An	35
4	BD	50
5	BRS	50
6	DFK	40
7	DP	55
8	DFA	65
9	FS	35
10	JAP	50
11	IAM	35
12	MAR	55
13	M	50
14	MA	70
15	MS	45
16	OJ	25
17	PRY	35
18	PSR	55
19	PAM	45
20	RDP	65
21	RAR	45
22	SH	55

No	Name	Score pre test
23	SW	45
24	SY	55
25	SFT	45
26	TW	55
27	TJD	50
28	THY	75
29	UP	45
30	URD	65
31	WA	45
32	WYP	60
	$\sum X$	1605
	\bar{X}	50,16

Pre-test was done on July 17th, 2013.

From the table above, it could be seen that the highest score is 75, and the lowest score is 25. The number of students who got 70 or more is 3, and lower than 70 is 29.

Table 4. The frequency of students' score from the result of pre-test

No	Score	Frequency	Percentage
1	58 – 75	8	25,0 %
2	42 – 57	18	56,3 %
3	25 – 41	6	18,7 %
	Total	32	100 %

From the table 4 above, the Students' speaking score could be seen that 8 students got the score about 58-75, 18 students got the score about 42-57, 6 students got the score about 25-41.

The result from the table of the students' speaking score only 3 students passed the KKM (Minimum Completeness Criteria) with the

percentage 9% and 29 students do not passed it, 90 % students. In pre-test, the reseacher found the students problems such as their pronunciation, fluency and vocabulary, grammar,and interactional. The problem could be seen by the score in pre-test. There were 29 students who get score less than 70 as minimum standard criterium at Junior High School Labuhan Ratu VIII. Its shows that the result of the students speaking skill in pre-test was not satisfactory.

By analyzing the result of pre-test, the researcher made a plan to do cycle to settle the problem of students' speaking.

2. Cycle 1

a. Planning

Based on the result of pretest, the researcher made a plan before act. The researcher made a subject material about description of someone, prepared learning media, lesson plan, teaching and students' observation sheet,

b. Acting

Every cycle was done in two meetings. And it finished in a week. The acting in every meeting is:

1) First Meeting

The first meeting was done on Monday, Juli 22th, 2013 at 09.30pm. The researcher explained about Think-Pair-Share technique and how to

make a description paragraph about someone. After that the teacher asked the students to make a small group consist of 2 students (pair). The teachers explained about the material, and then gave them the test. The teacher asked them to make a description paragraph about someone and the teacher guided them. The students did the test with their partner. After they finished the task, the teacher called some of students to practice the description paragraph in front of the class. After it, teacher asked students about speaking. They said that speaking is difficult because most of them were nervous and not confident when they speak in front of the class.

2) The Second Meeting

The second meeting was done on Thursday, Juli 24st, 2013 at 07.15 to 09.15 am. As the usual, the researcher opened the meeting greeting. After that, the researcher checked the attendances list and asked some questions about the material of the last meeting. And tell them about the description and remind the dicuss that is given in the last meeting.

The material at this day is description about favorite people. At this meeting, the researcher told about how to make description with the simple sentence. As the same method, the researcher explained and giving the example by using a sentence. After all of students are fool remembered the sentence, the researcher test them by asked to make a simple paragraph.

One by one the students are called to go to in front of the class. Not all of the students, but only some students who are chosen because of their lack of vocabulary and pronunciation area.

3) Learning Process

In learning process, there were four indicators used and mentioned to know students' activities. Every student who active in learning process gave a tick in observation sheet. For students were not active in learning, let the observation sheet empty. It can be seen on the appendix. The indicators of the students' activity are:

- a) Students give attention to the teacher's explanation.
- b) Students ask / answer the question from the teacher.
- c) Students has seriousness of memorize.
- d) Students are able to do the task.

The students' learning activities observation can be seen as follows:

Table 5

Table of the result of Students' Activities I

No	Students' Activities	Frequency	Percentage (%)
1	Giving attention to the teacher's explanation	21	65%
2	Ask / answer the question from the teacher	10	31%
3	The seriousness of memorize	14	44%
4	Do the task	32	100%
Total Students		32	

The table above shows that not all the students active in the teaching learning process. There were 21 students (65%) who give attention to the teacher's explanation, 10 students (31%) who ask / answer question from the teacher, 14 students have serious to memorize (44%) and all of students (100%) do the task.

4) Post-Test 1

The two meetings at the first cycle have finished on Thursday, Juli 24st, 2013 at 09.15 pm. To know how success the learning process in increasing the students' speaking skill by using Think-Pair-Share technique at the first cycle, the researcher did post-test 1.

The researcher asked the students to make a simple paragraph based on the topic that was given. The time was only 80 minutes. When the time is over, the students are called one by one to practice it in front of the class.

The first Post-test has finished, the result of it can be seen in the table below:

Table 6. The Result of Students' Speaking at Post-Test cycle 1

No	Name	Score post test
1	AF	45
2	AS	70
3	Ay An	75
4	BD	70
5	BRS	60

No	Name	Score post test
6	DFK	60
7	DP	50
8	DFA	70
9	FS	60
10	JAP	75
11	IAM	70
12	MAR	70
13	M	60
14	MA	75
15	MS	50
16	OJ	45
17	PRY	60
18	PSR	70
19	PAM	70
20	RDP	65
21	RAR	65
22	SH	60
23	SW	70
24	SY	70
25	SFT	60
26	TW	55
27	TJD	60
28	THY	80
29	UP	55
30	URD	70
31	WA	55
32	WYP	50
	$\sum X$	2020
	X	63,13

The highest score = 80

The lowest score = 45

The number of students who got 70 or more = 14

Table 7. The frequency of students' score

No	Score	Frequency	Percentage
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1	70 – 82	14	43,75 %
2	58 – 69	10	31,25 %
3	45 – 57	8	25,00 %
Total		32	100 %

c. Observing

The result of learning process to increase the students' speaking skill through Think-Pair-Share Technique in cycle 1 was rising than before. It can be seen from the score at pre-test and post-test 1.

The using of Think-Pair-Share Technique in the learning process is something new at this class, because the students are supposed to be active, not only in a pair but every students, each one of them, also be expected to be active. In this case, the first meeting many of them still hard to speak up.

The next meeting, the researcher forced the students to be more active. At this learning, the students who have a low skill are targeted.

d. Learning Result

The learning process by using Think-Pair-Share Technique as the method teaching in cycle 1 has finished. The leaning result of cycle 1 was gotten from the post-test 1.

The total score of students' speaking skill at pre-test is 1605, and the average is 50,16. And in the post-test cycle 1 is 2020 and the average is

63.13. It can be seen the learning process to increase students' speaking skill through Think-Pair-Share Technique is rising. The increasing of the score at pre-test and post-test is 415, and 13 in average.

Actually, the students' speaking skill increased in the first cycle, but it is still not enough, because not more than 50 % got 70 as the KKM. In mean that only 43,75 % passed the KKM. Even, the fist cycle gave a positive development.

e. Reflecting

Generally, the students' speaking skill was increasing in cycle 1 by using Think-Pair-Share Technique. It showed on post test 1, the students more active at the class, creative in evolving the main idea and increased in their score, though they are forced to do it. But, the researcher believed with this one, that habitually, the students will be active them self.

The increasing of the students' speaking skill by using Think-Pair-Share Technique was good enough. But, there was still some problem that should be corrected.

The problem on the learning speaking skill by using Think-Pair-Share Technique, based on the field note and teachers' study management and observation sheet, there were some notes as the problems on learning process. They are as follows:

1. Some students were shy and getting difficulties to express their idea
2. Some students were confused to pronounce the words.

3. Some students were difficult to remember the words.

After reflecting activities in cycle 1, the researcher concluded to continue to the cycle 2 because the researcher felt the result of the learning process in cycle 1 needed to be increased.

3. Cycle 2

a. Planning

The researcher prepares the lesson plan, the material and identifies the problem and finding the cause of the problem and plan to give the test and evaluation.

b. Acting

Based on the activities in the cycle 1, the process at cycle 2 was focused on the problem of cycle 1. There are still many weaknesses on cycle 1 such as the students do not confidence in learning process, especially in speaking skill, and lack of spelling. Then, the researcher planned to combine in the learning process for the students in speaking skill by using Think-Pair-Share Technique.

The lesson plan and all of the material that is needed for the meeting in cycle 2 has been prepared. The meetings in cycle 2 are:

a) The First Meeting

The first meeting was done on Monday, July 29th, 2013. After greeting and briefing. Then, the learning continuous to the material that was prepared.

At this meeting the researcher told about describing people, the topic which is chosen is describing favorite people. The researcher tried to change the people and chosen one of the students to describe it. The bell rang, but not all of the students are chosen to describe it yet. The researcher finished the class.

b) The Second Meeting

It was at on Thursday, July 31th, 2013. The researcher had chosen some of the students that did not describe their favorite people yet. When all of them finished, the researcher pointed part of body and asked the students to say what the meaning of it.

The researcher chosen some students to point the part of body and the researcher say the meaning of it. Some of them get some the difficulties when do it. When this study finished, the researcher gave the example how to describe someone based on his part of body and the students repeated after the researcher.

Based on the example that was given, the researcher tried the students to describe someone based on the topic.

c) Learning Process

In this learning process, there were also four indicators used to know students' activities like in learning process before. The result score of students' learning activities observation, as follow:

Table 8

The Students' Activities at Post-test Cycle II

No	Students' Activities	Frequency	Percentage (%)
1	Giving attention to the teacher's explanation	27	85 %
2	Ask / answer question from teacher	14	44 %
3	The seriousness of memorize	20	62 %
4	Do the task	32	100 %
	Total students	32	

The table above shows that the fourth students' activity in cycle II was increase. The students' activity that had high percentage were do the task, all of students (100%) could do the task well and the second high percentage was gave attention to the teacher's explanation, there were 27 students (85%). For the students' activity that had low percentage were 20 students (62%) serious to memorize, and 14

students (44%) who ask / answer question from teacher, but it also already had increasing from cycle I to cycle II.

d) Post-test 2

To know how success the learning in increasing the students' speaking skill through Think-Pair-Share Technique at the cycle 2, the post-test 2 did on Thursday, July 31th, 2013.

The researcher asked the students to describe someone based on the topic that was given. The time was only 80 minutes, with the theme same as pre-test. When the time is over, the students are called one by one to practice the description of favorite people in front of the class.

The Post-test 2 has finished, the result of it can be seen in the table below:

Table 9. The Result of Students' Speaking in the Post-Test cycle 2

No	Name	Score post test
1	AF	65
2	AS	75
3	Ay An	75
4	BD	70
5	BRS	65
6	DFK	65
7	DP	60
8	DFA	75
9	FS	65
10	JAP	75
11	IAM	75
12	MAR	75

No	Name	Score post test
13	M	65
14	MA	75
15	MS	65
16	OJ	60
17	PRY	70
18	PSR	70
19	PAM	75
20	RDP	70
21	RAR	70
22	SH	65
23	SW	80
24	SY	75
25	SFT	65
26	TW	65
27	TJD	70
28	THY	85
29	UP	70
30	URD	75
31	WA	65
32	WYP	70
	$\sum X$	2245
	\bar{X}	70,16

The highest score = 85

The lowest score = 60

The number of students who got 70 or more = 20

Table 10. The frequency of students' score from the result of post-test cycle 2

No	Score	Frequency	Percentage
1	78 – 86	2	6,25%
2	69 – 77	18	56,25 %
3	60 – 68	12	37,50 %
Total		32	100 %

Based on the criteria of completeness standard (CS), there were 62,5 % of 20 students get score ≥ 70 . Most of the students could pass the standard score. It means that cycle II were successful.

c. Observing

The meeting of cycle 2, in average, showed that the students were more enthusiastic in following instructional and doing the task. From the result of the activation of students' observation sheet showed that the students' activation in cycle 2 increased than in cycle 1.

From the statement above, it can be concluded that the using of Think-Pair-Share Technique can increase the students' speaking skill.

d. Learning Result

The learning Process at the cycle 2 has been finishing and to know how success the learning process in increasing students' speaking skill through Think-Pair-Share Technique at the cycle 2, the researcher was done post test.

The students' score that were done at the post-test in cycle 2, the researcher analyzed it. Generally, the score of the students were increased from the pre-test to the post-test 1 and post-test 2. It can be seen from the

average of the students' score on pre-test was 50.16, 63.13 on post-test 1 and on the average score on post-test 2 in cycle 2 was 70.16.

It can be inferred that the using of Think-Pair-Share Technique can increase the students' speaking skill.

e. Reflecting

The result of the learning process at cycle 2 is well enough. Because, the Think-Pair-Share Technique the researcher not only speak about the material, but also forced the students to be more active, creative and imaginative.

Most of the students enjoyed when the researcher used Think-Pair-Share Technique as the approaches. In Think-Pair-Share Technique, the student supposed to be able speak in target language not only build a sentence. It made the students more confidence and enjoyed learning English.

Based on the fieldnote, teacher study management and observation sheet, there were still some problems on learning process by using Think-Pair-Share Technique, they are as follows:

1. In the first treatment, the researcher difficult to ask the students to try speak English although with combining Indonesian language.
2. In the second treatment, the researcher is in difficulty in managing the class for example when dividing the class into groups; most of

students seemed to be very busy with them. Hence, the class was so noisy.

3. The passive students are under pressure to follow the class when it was divided into pair, and then each pair presents their texts in front of the class based on the researcher observation during the learning process it can be seen that some students only watched their friends and have no idea or comment.
4. Some students were confused how to start their speaking and they are difficult in pronunciation .
5. The students did not have enough vocabulary to speak English in front of class.

B. Interpretation

1. Students' Learning Activities Data

The students' learning activities data is gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Tabel 11

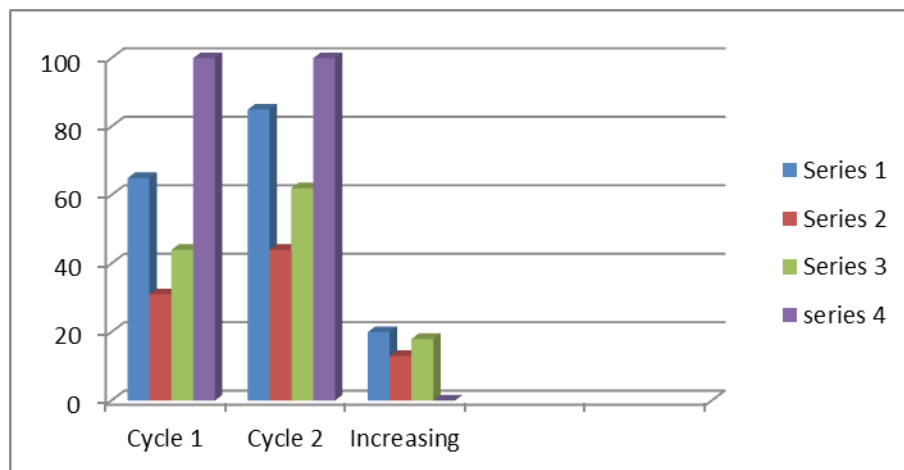
The Tabel of Students' Activities at the Cycle I and Cycle 2

No	Students' Activities	Cycle 1		Cycle 2		Increasing
		F	Percentage %	F	Percentage %	
1	Giving attention	21	65 %	27	85%	20%

	to the teacher's explanation					
2	Ask / answer the question from the teacher	10	31%	14	44%	13%
3	The seriousness of memorize	14	44%	20	62%	15%
4	Do the task	32	100%	32	100%	Constant

Chart 1

Increasing the Students' Activities in Cycle I and Cycle 2



Based on the data had gotten, it can be explained as follow:

- a. Giving attention to the teacher's explanation

The students' attention to the teacher' explanation from meeting to next meeting was increase. In cycle I was only 65% and in cycle 2 85%, it increase 20%.

b. Ask / answer the question from the teacher

The students who asked / answered question from the teacher was increase from meeting to next meeting. It shown when the teacher gave question to the students, they were brave to answered although not all question can be answered well. For this activity was increase 13 % , from cycle I 31% and cycle 2 44%.

c. The seriousness of memorize

The students who had seriousness of memorize also increase. From 44% in cycle I became 62% in cycle 2, so it increase 18%.

d. Do the task

All of students had done the task well. This activity had the highest percentage than other activity. It can be seen in cycle I and Cycle 2, there were 100% students who did the task well.

Based on the data above, it can be concluded that students felt comfortable and active with the learning process because most students shown good increasing in learning activities when Think-Pair-Share technique was applied in learning process from cycle I to cycle 2.

2. The Result of Cycle I

The treatment on cycle 1 has been done, as can be seen on the result of post-test 1. To know whether there is increasing of students' speaking score from the result of pre-test and post-test, the researcher reviewed it in the table below:

Table 12. The comparison between the result of pre-test and post test cycle 1

No	Name	Pre-test score	Post-test 1 score	Increasing	Increasing percentage	Explanation
1	AF	35	45	10.00	0,10 %	Increased
2	AS	70	70	0.00	0 %	Constant
3	Ay An	35	75	40.00	0,40 %	Increased
4	BD	50	70	20.00	0,20 %	Increased
5	BRS	50	60	10.00	0,10 %	Increased
6	DFK	40	60	20.00	0,20 %	Increased
7	DP	55	50	-5.00	-0,05 %	Decreased
8	DFA	65	70	5.00	0,05 %	Increased
9	FS	35	60	25.00	0,25 %	Increased
10	JAP	50	75	25.00	0,25 %	Increased
11	KN	35	70	25.00	0,25 %	Increased
12	MAR	55	70	15.00	0,15 %	Increased
13	M	50	60	10.00	0,10 %	Increased
14	MA	70	75	5.00	0.05 %	Increased
15	MS	45	50	5.00	0,05 %	Increased
16	OJ	25	45	20.00	0,20 %	Increased
17	PRY	35	60	25.00	0,25 %	Increased
18	PSR	55	70	15.00	0,15 %	Increased

No	Name	Pre-test score	Post-test 1 score	Increasing	Increasing percentage	Explanation
19	PAM	45	70	25.00	0,25 %	Increased
20	RDP	65	65	0.00	0%	Constant
21	RAR	45	65	20.00	0,20%	Increased
22	SH	55	60	5.00	0,05%	Increased
23	SW	45	70	25.00	0,25%	Increased
24	SY	55	70	15.00	0,15%	Increased
25	SFT	45	60	15.00	0,15%	Increased
26	TW	55	55	0.00	0%	Constant
27	TZD	50	60	10.00	0,10%	Increased
28	TMH	75	80	5.00	0,05%	Increased
29	UP	45	55	10.00	0,10%	Increased
30	WY	65	70	5.00	0,05%	Increased
31	YH	45	55	10.00	0,10%	Increased
32	ZM	60	50	10.00	0,10 %	Increased
Total		1605	2020	415	4,15%	Increased
Average		50,16	63,13	13	0,13%	Increased

In this research, pre-test and post-test had done in small group. Each group consisted of 2 people. But they are graded based on their individual skill. It is aimed to know the skill of the students before and after treatment. From the result of pre-test and post-test, we know that there was an increasing from the result score and, though, there was some students get same score or constant from the pre-test or decreased but, commonly their skill increased. It can be seen from average score in pre-test 50.16 became 63.13 in post-test 1at cycle 1.

At the cycle 1, the teacher found some difficulties that happen in the class such as the students do not confidence to speak in front of the class and do not know what should they say about the topic, they do not have an imagination about it, and so they cannot express and develop their idea. Another case is some

students confused how to pronounce the words, because some of word that they want to says is never they listened before.

3. The Result of cycle II

The result and data from the cycle 1 make the researcher continued the learning process to the cycle II and fixed the problem at the cycle I. Finally, the learning process could be better. It can be seen that the students score was increased. The table below show the increasing of students' speaking skill based on the result of post-test 1 and post-test 2:

Table 13. The increasing of students' score on post-test cycle 2

No	Name	Post-test 1 score	Post-test 2 score	Increasing	Increasing percentage	Explanation
1	AF	45	65	20.00	0.20 %	Increased
2	AS	70	75	5.00	0.05 %	Increased
3	Ay An	75	75	0.00	0 %	Constant
4	BD	70	70	0.00	0 %	Constant
5	BRS	60	65	5.00	0.05 %	Increased
6	DFK	60	65	5.00	0.05 %	Increased
7	DP	50	60	10.00	0.10%	Increased
8	DFA	70	75	5.00	0.05%	Increased
9	FS	60	65	5.00	0.05%	Increased
10	JAP	75	75	0.00	0 %	Constant
11	KN	70	75	5.00	0.05 %	Increased
12	MAR	70	75	5.00	0.05 %	Increased
13	M	60	65	5.00	0.05 %	Increased
14	MA	75	75	0.00	0 %	Constant
15	MS	50	65	15.00	0.15%	Increased
16	OJ	45	60	15.00	0.15%	Increased

No	Name	Post-test 1 score	Post-test 2 score	Increasing	Increasing percentage	Explanation
17	PRY	60	70	10.00	0.15%	Increased
18	PSR	70	70	0.00	0 %	Constant
19	PAM	70	75	5.00	0.05%	Increased
20	RDP	65	70	5.00	0.05%	Increased
21	RAR	65	70	5.00	0.05%	Increased
22	SH	60	65	5.00	0.05%	Increased
23	SW	70	80	10.00	0.10%	Increased
24	SY	70	75	5.00	0.05%	Increased
25	SFT	60	65	5.00	0.05%	Increased
26	TW	55	65	10.00	0.10%	Increased
27	TZD	60	70	10.00	0.10%	Increased
28	TMH	80	85	5.00	0.05%	Increased
29	UP	55	70	15.00	0.15%	Increased
30	WY	70	75	5.00	0.05%	Increased
31	YH	55	65	10.00	0.10%	Increased
32	ZM	50	70	20.00	0.20%	Increased
Total		2020	2245	225.00	2.25 %	Increased
Average		63,13	70,16	7.03	0.07 %	Increased

Actually, the result of post-test 1 is good enough. But, the students score could not achieve the target (KKM), after the second treatment, and doing the same test, most of them increased. It meant that the using of Think-Pair-Share Technique can increase the students' speaking skill.

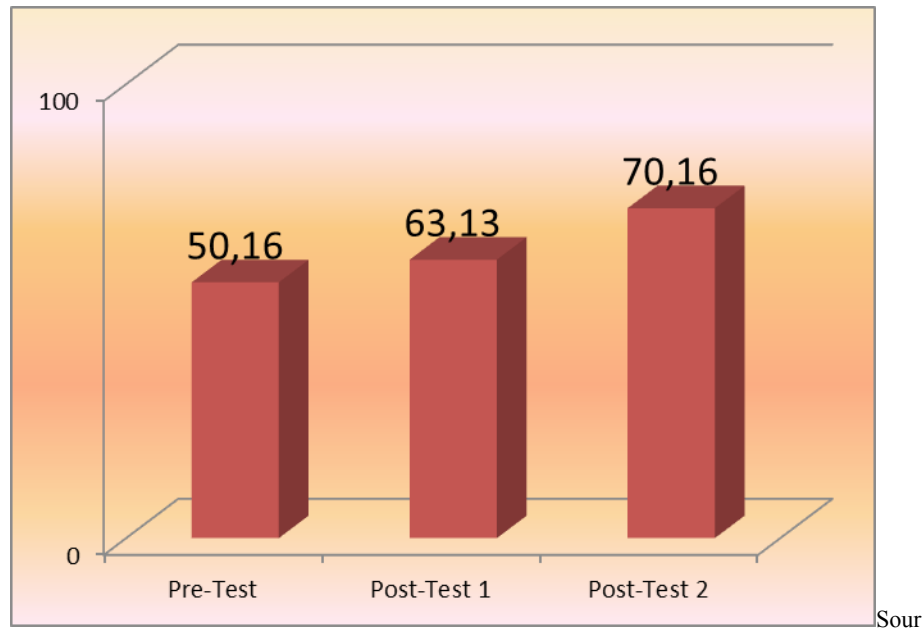
At the second treatment, the students can decrease their emotional, shy become confidence. It can be seen from their score at post-test 2. Most of the students achieved the KKM. Though not all of them get more than 70, but, 50 % was enough.

The increasing of students' speaking score from pre-test, post-test 1 and post-test 2 can be seen in the table and chart below:

Table 14. The Comparison of score average at pre-test, post-test 1 and post-test 2

No	Name	Pre-test score	Post-test 1 score	Post test 2 score	Increasing	Explanation
1	AF	35	45	65	20	Increased
2	AS	70	70	75	5	Increased
3	Ay An	35	75	75	40	Increased
4	BD	50	70	70	20	Increased
5	BRS	50	60	65	5	Increased
6	DFK	40	60	65	5	Increased
7	DP	55	50	60	10	Increased
8	DFA	65	70	75	5	Increased
9	FS	35	60	65	5	Increased
10	JAP	50	75	75	20	Increased
11	KN	35	70	75	5	Increased
12	MAR	55	70	75	5	Increased
13	M	50	60	65	5	Increased
14	MA	70	75	75	5	Increased
15	MS	45	50	65	15	Increased
16	OJ	25	45	60	15	Increased
17	PRY	35	60	70	10	Increased
18	PSR	55	70	70	15	Increased
19	PAM	45	70	75	5	Increased
20	RDP	65	65	70	5	Increased
21	RAR	45	65	70	5	Increased
22	SH	55	60	65	5	Increased
23	SW	45	70	80	10	Increased
24	SY	55	70	75	5	Increased
25	SFT	45	60	65	5	Increased
26	TW	55	55	65	10	Increased
27	TZD	50	60	70	10	Increased
28	TMH	75	80	85	5	Increased
29	UP	45	55	70	15	Increased
30	WY	65	70	75	5	Increased
31	YH	45	55	65	10	Increased
32	ZM	60	50	70	20	Increased
Total		1605	2020	2245	225	Increased
Average		50,16	63,13	70,16	7,03	Increased

Chart 2. The Comparison of score average at pre-test, post-test 1 and post-test 2



ce : Table of the Result Score of Student's Pre-test, Post-test I, and Post-test I

Based on the chart above, it can be inferred that the using Think-Pair-Share technique can increase the students' speaking skill. There was increasing of students' score in pre-test, post-test I and post-test II. From pre-test to post-test I 50,16 became 63,13, or increase 12,97 point (25 %) and from post-test I to post-test II 63,13 became 70,16, or increase 7,03 point (11 %).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the Classroom Action Research, the researcher eagerly would like to conclude this research. The using of Think-Pair-Share technique in learning process especially in English can increase students' speaking skill at the nine graders in Junior High School Labuhan Ratu VIII East Lampung.

The implementation of Think-Par-Share technique can increase the students' activities and score in learning process. It can be seen in Cycle I 43% and in

Cycle II 62% of students got score ≥ 70 , or increase 17%. It means that the result at the cycle II has already reached the indicator that is 62 % students got score 70 or more.

B. Suggestion

Considering in this research result, the researcher proposes some suggestion as follows:

1. The teacher should create some way or choose a good technique in teaching English to develop the students' ability and Think-Pair-Share technique is one of a good technique, it does not mean that another technique is bad. But, to increase speaking skill, Think-Pair-Share technique is a good one. The students can try the speak based on the topic that was given by the teacher and practice it in front of the class.
2. The teacher should prepare lesson plan to make the instructional runs well. On the other hand, the teacher should prepare a good media but it should suitable with the lesson plan and the material.

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