

**THE INFLUENCE OF USING THINK-PAIR-SHARE  
TOWARD SPEAKING PERFORMANCE  
AT TENTH GRADER OF SMK BUDI UTOMO I WAY JEPARA  
IN ACADEMIC YEAR 2011/2012**

**UNDERGRADUATE THESIS**



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**ENGLISH PROGRAM OF TARBIYAH DEPARTMENT  
STATE ISLAMIC COLLEGE (STAIN)  
JURAI SIWO METRO**

**2012**

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IN ACADEMIC YEAR 2011/2012**

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ABSTRACT  
BY  
MAYA DESIYANTI

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 there is a positive and significant influence of Think-Pair-Share technique toward students' speaking performance. This research is quantitative research in experiment form. The research used test and documentation to collect the data.

Furthermore, this research was conducted in SMK Budi Utomo 1 Way Jepara. This research used 68 students as a sample. There were 34 students as experimental class that got the treatment and 34 students as control class that did not get that treatment. The researcher used cluster random sampling as a sampling technique. To pursue the goal, the researcher used independent sample t-test, in this case the researcher uses SPSS (statistical package for social science) version 16 to prove whether hypothesis is accepted or rejected.

The research result showed that at the significant level of 5%, it was attained that  $t_{\text{observed}} 4.375$  is higher than  $t_{\text{table}} 1.99$ . Therefore, it can be inferred that there is a significant influence of using Think-Pair-Share technique toward students' speaking performance. The differences also can be seen from the average score of experimental class 71.59 is higher than control class 56.18. It means that there is a positive and significant influence of using Think-Pair-Share toward speaking performance at tenth grade of SMK Budi Utomo 1 Way Jepara in academic year 2011/2012.

THE INFLUENCE OF USING THINK-PAIR-SHARE  
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ABSTRAK

oleh:  
MAYA DESIYANTI

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 kelompok dengan pasangannya untuk memaksimalkan pembelajaran mereka sendiri serta pembelajaran satu sama lain.

Tujuan penelitian ini adalah untuk mengetahui apakah ada pengaruh yang positif dan signifikan penggunaan teknik Think-Pair-Share terhadap kecakapan berbicara siswa. Penelitian ini adalah penelitian kuantitatif eksperimen. Penelitian ini menggunakan test dan dokumentasi dalam pengumpulan datanya.

Selanjutnya, penelitian ini dilaksanakan di SMK Budi Utomo 1 Way Jepara. Sampel pada penelitian ini adalah 68 siswa yang terdiri dari 34 siswa sebagai kelas eksperimen dan 34 siswa sebagai kelas kontrol. Peneliti mengambil sampel dengan menggunakan teknik cluster random sampling. Peneliti menggunakan independent sample t-test dalam hal ini peneliti menggunakan SPSS Versi 16 (statistical package for social science) untuk membuktikan apakah hipotesis diterima atau ditolak.

Dari hasil penelitian menunjukkan bahwa pada tingkat signifikansi 5%, hal itu menunjukkan  $t_{\text{observed}}$  lebih tinggi dari  $t_{\text{table}}$  yaitu 4.375 lebih tinggi dari 1.99. Dengan demikian, dapat disimpulkan bahwa terdapat pengaruh yang signifikan penggunaan teknik Think-Pair-Share terhadap kemampuan berbicara siswa. Perbedaan juga ditunjukkan dari nilai rata-rata kedua kelas tersebut yaitu 71.59 (kelas eksperimen) lebih tinggi daripada 56.18 (kelas kontrol). Itu berarti terdapat pengaruh yang positif dan signifikan penggunaan teknik Think-Pair-Share terhadap kemampuan berbicara siswa kelas X SMK Budi Utomo 1 Way Jepara tahun pelajaran 2011/2012.

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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, Mei 2011

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## **STATEMENT OF RESEARCH ORIGINALITY**

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## MOTTO

الْمُسْلِمُ مَنْ سَلِمَ الْمُسْلِمُونَ مِنْ لِسَانِهِ وَيَدِهِ

**A good Muslim who his hand and  
tongue are not hurt others"  
(Narrated by Bukhari, no.10th and  
Muslim no. 40)**

**I CAN BE WHATEVER I WANT TO BE**

## DEDICATION PAGE

**From the bottom of my hearth, this piece of work is dedicated to:**

My beloved parents (sukayat & wiwin winarti) who always pray me guide me  
and give the best for me, thanks for loving me unconditionally.

You're my everything and I'll never let you down.

My naughty brothers (Very, Yusuf, Angga), you are my motivation.

Thanks for the sweetest moment. Be nice boy guys!

My sponsor and co-sponsor (Dr.Zainal Abidin, M.Ag and Johan Wibowo, M.Pd.,M.Si.,MM) thanks for your guidance to finish my undergraduate thesis

My special one (Khairul Fatoni) who always beside me, thanks for being there when I needed you the most. Thanks for helping me through all those tough times in life.

My best friends (Meta, Lilik, Mbk isti, Mbk muti, Lirih), thanks for being such a good friend no matter how I am.

My second home (MAPALA Jurai Siwo) all pioneers, my brothers and  
my sisters. Keep spirit and solid!

My Almamater STAIN Jurai Siwo Metro.



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In the name of Allah, the Most Gracious, the Most Merciful. Praise is to Allah, the Lord of the worlds whom without His Mercy and Blessing, none of these would be possible. The researcher is very grateful for the chances He has given her to accomplish this undergraduate thesis entitled “THE INFLUENCE OF USING THINK-PAIR-SHARE TOWARD SPEAKING PERFORMANCE AT TENTH GRADE OF SMK BUDI UTOMO 1 WAY JEPARA IN THE ACADEMIC YEAR OF 2011/2012”.

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Finally, the researcher hopes that this little piece of work can be useful for her and for all the readers and also this paper can contribute soothing to the betterment of English teaching and learning in general.

Metro, May 2012  
The researcher,

Maya Desiyanti  
St. Number. 0845667

## TABLE OF CONTENT

<b>COVER .....</b>	<b>i</b>
<b>PAGE OF TITLE .....</b>	<b>ii</b>
<b>ABSTRACT .....</b>	<b>iii</b>
<b>ABSTRAK .....</b>	<b>iv</b>
<b>APPROVAL PAGE .....</b>	<b>v</b>
<b>RATIFICATION PAGE .....</b>	<b>vi</b>
<b>HALAMAN ORISINALITAS PENELITIAN .....</b>	<b>vii</b>
<b>STATEMENT OF RESEARCH ORIGINALITY .....</b>	<b>viii</b>
<b>MOTTO .....</b>	<b>ix</b>
<b>DEDICATION PAGE .....</b>	<b>x</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>xi</b>
<b>TABLE OF CONTENTS .....</b>	<b>xii</b>
<b>LIST OF TABLES .....</b>	<b>xv</b>
<b>LIST OF FIGURES .....</b>	<b>xvi</b>

## CHAPTER I INTRODUCTION

A. Background of the Study .....	1
B. Problem Identification .....	3
C. Problem Limitation .....	4
D. Problem Formulation .....	4

E. Objectives and Benefits of the Study .....	5
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## **CHAPTER II THE REVIEW OF THE RELATED THEORIES**

A. Theoretical Review .....	7
1. The Concept Of Think-Pair-Share Technique.....	7
2. The Concept Of Speaking performance .....	12
3. Teaching Speaking.....	17
B. Theoretical Framework and Paradigm .....	25
1. Theoretical Framework .....	25
2. Paradigm .....	27
C. Hypothesis Formulation .....	28

## **CHAPTER III RESEARCH METHODOLOGY**

A. Research Design .....	29
B. Population and Sampling Technique .....	29
C. The Operational Definitions of Variables .....	30
D. Data Collection Method .....	31
E. Research Instrument .....	32
F. Data Analysis Technique .....	33

## **CHAPTER IV RESULT OF THE RESEARCH**

A. Description of Data .....	34
1. Research Setting .....	34
2. Research Data .....	39

B. Hypothesis Testing .....	50
C. Interpretation .....	53
D. Discussion .....	54
E. Limitation .....	55

## **CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion .....	56
B. Suggestion .....	57

## **BIBLIOGRAPHY**

## **APPENDICES**

## **CURRICULUM VITAE**

## LIST OF TABLES

Tables	Page
1. The data of students' speaking test at tenth graders of SMK Budi Utomo 1 Way Jepara	4
2. The Research Instrument Blueprint	32
3. The Condition of Teachers and Official Employees in SMK Budi Utomo 1 Way Jepara	35
4. The Students' Quantity of SMK Budi Utomo 1 Way Jepara in the Academic Year 2010/2011	36
5. The Result of the Students' Pretest (Experimental Class)	39
6. Frequency distribution as the Result of Pretest (Experimental Class)	41
7. The Result of the Students' Pretest (Control Class)	42
8. Frequency Distribution as the Result of Pretest (Control Class)	43
9. The Result of the Students' Posttest (Experimental Class)	45
10. Frequency distribution as the Result of Posttest (Experimental Class)	47
11. The Result of the Students' Posttest (Control Class)	48
12. Frequency distribution as the Result of Posttest (Control Class)	49
13. The Table As Authentication of the Differences between Experimental and Control Class	51
14. Critical Value of t table	53
15. Table of Interpolation.	54

## LIST OF FIGURES

Figure	Pag e
1. Paradigm Sketch	27
2. Organization Structure of SMK Budi Utomo 1 Way Jepara in the Academic Year of 2010/011	37
3. Location Sketch of SMK Budi Utomo 1 Way Jepara in the Academic Year of 2010/011	38

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the study**

English becomes a foreign language in Indonesia should be learnt by the students. The students where English becomes a foreign language have a limited opportunities to use English. consequently, the students do not have ready-made context for communication out of their classroom. Thus, the teaching learning activity should give the students opportunity to practice speaking English in the class and also outside of the class.

Practicing in using English especially orally is needed by the students. Moreover, the mastery of speaking skill in English is a priority for many foreign-language students. Because, the goal of a language classroom is communicate in target language. Therefore, the teaching learning process should provide the students guidelines to achieve the communicative competence.

There are many kinds of method used in language teaching. One of the methods is cooperative language learning (CLL). In CLL classroom the students work together in a group or in a pairs in order to achieve goals successfully. In order the students can maximize their own and each

other's learning. There are some techniques 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 the students to formulate their individual ideas and share these ideas with another student.

Based on the result of pre survey, on November 9<sup>th</sup>, 2011 in SMK Budi Utomo I Way Jepara, the researcher got data about the speaking test. The English teacher has decided 70 as a minimum requirement (KKM). The data can be seen as follow:

Table 1.

The data of students' speaking test at the tenth graders of SMK Budi Utomo I Way Jepara.

No.	Grade	Explanation	Frequencies	Percentage
1	< 70	Failed	22	60.61%
2	>70	Passed	12	39.39%
			34	100%

Source: teacher's archived

Based on the data above, it can be seen only 12 students from 34 students have good score in the speaking performance test. It means that only 39.39% students who passed the speaking test and 60.61% students failed.

Furthermore, the researcher found some problems at tenth grade of SMK Budi Utomo I Way Jepara. The problems are: (1) the students faced difficulties in mastering speaking skill. (2) The students did not know



how to express themselves. So, the students become passive in learning process. (3) Besides that, the students would not to be motivated to participate in the classroom when they are not interested the topic. It is very suffer when the students with language limitation are asked to work the topic which is not interested them.

Therefore, the teacher should be able to make teaching speaking interesting. The teacher should be able to invite the students' participation in the learning activity. Through choosing an interesting topic which 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. Those can motivate the students to speak more because speaking skill emphasizes students' ability to speak as much as possible.

Based on explanation above, the researcher will conduct the research entitled: "the influence of using Think-Pair-Share toward speaking performance at tenth grade of SMK Budi Utomo I Way Jepara in Academic year 2011/ 2012. To know how far the technique can increase the students' speaking performance.

## **B. Problem Identification**

Based on the background discussed above, the researcher would like to identify the problems as follows:

1. The students have low score in speaking test.
2. The students become passive since they do not know the way to express their ideas.
3. The students do not have motivation to participate in the learning activity
4. Think-Pair-Share is seldom used in teaching English.

### **C. Problem Limitation**

To know how far Think-Pair-Share technique can improve the students' speaking performance. The research will be focused on the influence of using Think-Pair-Share toward speaking performance at tenth grade of SMK Budi Utomo I Way Jepara in academic year 2011/2012.

### **D. Problem Formulation**

1. How far the influence of Think-pair-Share toward the students' speaking performance at the tenth grader of SMK Budi Utomo 1 Way Jepara in the academic year 2011/2012?

2. Is there any influence of using Think-Pair-Share toward students' speaking performance at the tenth grader of SMK Budi Utomo 1 Way Jepara in the academic year 2011/2012?

## **E. Objectives and Benefits of The Study**

### **1. The Objectives of The Study**

The objectives of the study are:

- a. To know the level of the students' speaking performance
- b. To know how far the influence of using Think-Pair-Share technique toward speaking performance.

### **2. Benefits of the study**

The benefits of the study are:

- 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 performance.

- b. For The Teacher:

The result of this research can be reference in teaching English that can be applied in the classroom. So that, the teacher be able to use some way in helping the students to be more creative in learning process through applying Think-Pair-Share technique in the classroom.

c. For The Head Master and institution

The result of this research can be used as information and improving the learning English process in the future.

d. For The Researcher:

The result of this research can be reference in the future.

## **CHAPTER II**

### **THE REVIEW OF RELATED THEORIES**

#### **A. Theoretical Review**

##### **1. The Concept of Think-Pair-Share Technique**

###### **a. The Concept of Think-Pair-Share**

Technique plays an important role in teaching learning activity. Edward Anthony 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.<sup>1</sup> 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.

Think-pair-share is one of the techniques in cooperative language learning approach in which the students work together in a group/ pairs. Cooperative language learning is the functional use of small groups through which students work together to maximize their own and each other's learning.<sup>2</sup>

Olsen and Kagan propose the following key elements of successful group-based in CL:<sup>3</sup>

###### **1) Positive interdependence**

---

<sup>1</sup> Brown, H. Douglas, *Teaching by Principles*, (San Fransisco: San Fransisco State University), p.14.

<sup>2</sup> Richard, C Jack and S. Rodgers, Theodores, *Approaches and Methods in Language Teaching*, 2<sup>nd</sup> ed. (Cambridge: University Press, 2008), p.195.

<sup>3</sup> *Ibid.*, p.196-197.

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 student has two responsibilities; to learn the assigned material and also make sure that all other members of their group do likewise.<sup>4</sup>

## 2) Group Formation

Group formation is important factor in creating the positive 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 student-selected. According to Johnson and Johnson, "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".<sup>5</sup> So that, the heterogeneous group becomes more effectively applied in the classroom.

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<sup>4</sup> Maxim, George W., *Social Studies and The Elementary School Child*, (West Chester University: Prentice-Hall, Inc 1995), p.251

<sup>5</sup> *Ibid.*, p.254.

c) Each group members has a specific role to play in a group.

They should enact their role successfully for the group to function effectively.

### 3) Individual accountability

The goal of cooperative language learning is held accountable for the student's own learning. It involves both group and individual performance. 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 groups by making interpersonal functioning from 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.

Cooperative language 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 language learning is developed to achieve the learning result such; academic achievement, diversity, tolerance and social skill development.

Think-pair-share is developed by F. Lyman, It is designed to provide students with “food for thought” on a given topics enabling them to formulate individual ideas and share these ideas with another student.<sup>6</sup> 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.<sup>7</sup>

This technique gives the students chance 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.<sup>8</sup>

Based on quotations above, it can be inferred that the 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 begun 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.

#### **b. The Purposes of Think-Pair-Share**

There are some purposes of think-pair-share such as; The technique provides “think time” to increase the quality of the students’ responses.

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<sup>6</sup> <http://serc.carleton.edu/160>

<sup>7</sup> [http://en.wikipedia.org/wiki/active\\_learning](http://en.wikipedia.org/wiki/active_learning)

<sup>8</sup> Isjoni, *Cooperative Learning Efektifitas Pembelajaran Kelompok*, (Bandung: Alfabeta, 2009), p.78.



The teaching learning activity should take the students' participant. It can be seen from the students' responses. The students need time to process new ideas in order to store them in memory. Therefore, to get a good responses from the students, they should be given a time to think about the 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 terms 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 responding in front of the whole class.

### **c. 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:<sup>9</sup>

#### **1) 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.

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<sup>9</sup> Maxim, George W., *Op.Cit.*, p.256.

2) Giving time to think individually about the problem.

The students are given a time to think about the answer. The times 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).

3) Asked to talk with each other in pairs.

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.

4) Share responses with larger group.

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

## **2. The Concept of Speaking Performance**

### **a. The Concept of Speaking**

Speaking is a spoken productive language skill.<sup>10</sup> It is about how the students produce the language orally. Furthermore, according to Harmer, Speaking refers to the students produce pieces of language and sees how its turns out that information are feed back into the acquisition process.<sup>11</sup>

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<sup>10</sup> Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu. 2008), p. 95.

<sup>11</sup> Harmer, Jeremy, *The Practice of English Language Teaching*, 3<sup>rd</sup> ed., (Cambridge: Longman, 2001), p. 250.

Therefore, speaking focused on output where the learner's attention is on conveying ideas and messages to another person. As Jones comments that in speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. In writing, we may be creating a record, committing events or moments to paper.<sup>12</sup>

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

## **b. 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.<sup>13</sup> Therefore, the ability to speak fluently presupposes not only knowledge the language features, but also the ability to process the information and language 'on the spot'.

The elements of speaking as follows: <sup>14</sup>

### **a. Language Features**

#### **1) Connected Speech**

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<sup>12</sup> Richard, Jack C, *Teaching Listening and Speaking: From Theory to Practice*, (Cambridge: Cambridge University Press, 2008), p. 19.

<sup>13</sup> Celce. M and Olshtain. G., *Discourse and Context in Language Teaching (A Guide For Language Teacher's)*, (Cambridge: Cambridge University Press, 2000), p.166.

<sup>14</sup>Harmer, Jeremy, *Op.Cit.*, p. 269-271.

Connected speech is the sounds modifying such as; assimilation, omission, 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 involve students in the activities designed specifically to improve their ability.

#### 2) Expressive device

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 and 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 negotiations language is used to seek clarification and to show the structure of the speakers saying.

#### b. Mental/ social Processing

Speaking skill is productive language skill. It involves the knowledge of language skill such 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 Others

Most of speaking takes the form face-to-face dialogue and therefore involves interaction.<sup>15</sup> 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 the others' feeling in using the language.

### **c. The Function of Speaking**

In designing speaking activities is necessary to recognize the differences functions of speaking. Brown and Yule's frame work state

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<sup>15</sup>Thornbury, Scott, *How To Teach Speaking*, (Essex: Pearson Education, 2005), p.8.

three-part version of the function of speaking: talk as interaction, talk as transaction and talk as performance. It is described as follows:<sup>16</sup>

1) Talk as Interaction

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 the students in this case. The teacher should be able o 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 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 directions, 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.

Based on explanation above, the teaching process are different in each function. The teachers have to analyze first what the focus of the speaking

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<sup>16</sup> Richard, Jack C., *Op.Cit.*,p.21-28.

class. Then, the teachers identify the appropriate strategy to teach each kind of the function of speaking

### **3. Teaching Speaking**

English as a foreign language where the English is not used in 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 aspects in language learning for the teacher to help the students. In teaching learning activities, the students need a wide variety of activities, different patterns of interaction and opportunities to maximize talk in the classroom in order to sustain speaking.<sup>17</sup>

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:<sup>18</sup>

#### **1) Grammatical Competence**

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<sup>17</sup> Ellis. G. and Brewster. J., *The Primary English Teacher's Guide*, (Essex: Pearson Educatio, 2000), p. 106.

<sup>18</sup> Henry Yufriзал, *An Introduction To Second Language Acquisition (A Text Book For ESL Learners And English Teacher)*, (Bandung: Pustaka Rineka Cipta, 2008), p.12-13.

Grammatical competence refers to 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 combine ideas to achieve cohesion in form 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 turn-taking structures of interactive talk.<sup>19</sup>

4) Strategic Competence

Strategic competence involves the use of verbal and non-verbal communication strategy to compensate for gaps in the language user's

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<sup>19</sup> Thornbury, Scott, *Op.Cit.*, p.14-15.



knowledge of the code or for breakdown in communication because of performance factor.

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 (...).<sup>20</sup> 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<sup>21</sup>

Aspect	Category	Indicators
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<sup>20</sup> Pawlak, Miraslaw, *et.al.*, *Speaking and Instructured Foreign Language Acquisition*, (UK: Multilingual Matters, 2001), p.4.

<sup>21</sup>Weir, Cyril J. *Language Testing And Validation*, (New York: Palgrave McMillan, 2005), p. 195-196

Fluency	4(excellent)	Generally natural delivery, only occasional 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 s/he may need an occasional prompt.
	2(adequate)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	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)	Limited use of vocabulary with frequent inappropriacies.
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4(excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms 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.

### **a. Types of Classroom Speaking Performance**

According to Brown, there are six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom.<sup>22</sup>

#### **1) Imitative**

Imitative is focused on some particular element of language form that the purpose of meaningful interaction. In imitative categories, the speaking classroom may legitimately be spent generating “a human tape recorder” speech. Such drilling, it offers the students opportunity to listen and to orally repeat certain strings of the language that may pose some linguistics difficulty, either phonological or grammatical.

#### **2) Intensive**

Intensive is including any speaking performance that is designed to practice some phonological or grammatical aspect

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<sup>22</sup> Brown, H.Douglas, *Op.Cit.*, p. 271-274.

of language. It can be self initiated or can be a part of some pair work activity where the learners are going over certain forms of language.

3) Responsive

The classroom activity encourages the short replies to teacher or students-initiated question or comments. These replies are usually sufficient and do not extend into dialogues.

4) Transactional (Dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information. Such conversation may have more of negotative nature to them than do responsive speech.

5) Interpersonal (Dialogue)

Interpersonal categories, the classroom activity purposed of maintain social relationship. It is not only for transmission of facts and information.

6) Extensive (Monologue)

The students at intermediate to advanced levels are called on to give extended monologues in the form of oral report, summarize, or perhaps short speeches.

**b. The Principle For Designing Speaking Techniques**

There some principles should be considered to design the speaking techniques. They are:<sup>23</sup>

- 1) Use technique that cover the spectrum of learner needs from language-based focus on accuracy to message-based focus on interaction, meaning and fluency.

In EFL class the learning is emphasized in the accuracy of the usage of the target language. Thus, the students feel difficult to use the language fluently in interaction. The teaching activity should provide the interactive activities to reach the learning which is focused in message-based of students to perceive and use the building blocks of language.

- 2) Provide intrinsically motivating techniques

Motivation is the basic principle all kinds of teaching. The technique should appeal the students' ultimate goals and interest. The technique should help the students to see how the activity will benefit them. Thus, the students can be motivated to give the attention in learning activity.

- 3) Encourage the use of authentic language in meaningful contexts.

The teaching activity uses the authentic resources material to device the authentic context and meaningful interaction.

- 4) Provide appropriate feedback and correction.

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<sup>23</sup> Brown, H. Douglas, *Op.Cit.*, p.275-276.

In most of EFL situations, students are totally dependent on the teacher for useful linguistics feedback. It is important for the teacher to inject the kinds of corrective feedback that are appropriate with the lesson.

5) Capitalize on the natural link between speaking and listening.

Listening should precede speaking because it is impossible to expect the students to produce the language without providing the language form that they want to produce. Therefore, listening should lead naturally on to speaking.

Listening is passive skill while speaking is active one. The link between two skills is bridged by the technique.<sup>24</sup> There are many interactive techniques that involve speaking and also include listening. The technique should lead to a good passive understanding and also capacity to use the language.

6) Give students opportunities to initiate oral communication.

A good deal of typical classroom interaction is characterized by teacher initiation of language. Such as; ask question, give directions and provide information. The designing and applying the speaking technique should allow the students to initiate language.

7) Encourage the development of speaking strategies.

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<sup>24</sup> Broughton, Geoffrey, *et.al.*, *Loc.Cit.*, p.76.

The students have not thought about developing their own personal strategies for accomplishing oral communicative purposes. Therefore, the classroom should make the students aware and have chance to practice.

## **B. Theoretical Framework and Paradigm**

### **1. Theoretical Framework**

In this research there were two variables, namely independent variable (X) was Think-Pair-Share and dependent Variable (Y) was speaking performance.

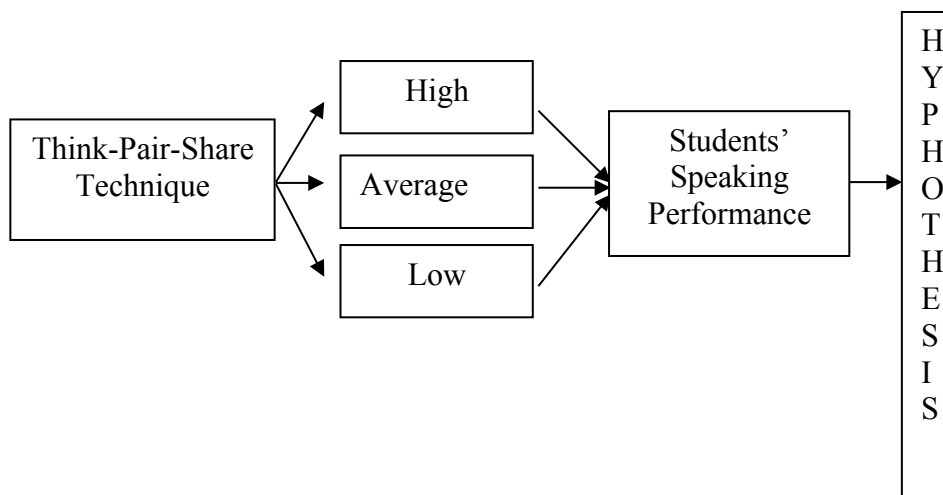
Think-Pair-Share is one of the techniques of teaching English. The teaching technique is a whole of the activities since the teaching learning process in the classroom. A think-Pair-Share technique is one of the techniques in cooperative language learning where the students work together in pair/ group to maximize their learning. The implementing of the technique is expected to affect the students' speaking performance.

Speaking is one of productive skill. It is about how the students produce language orally. Speaking is often considered to be one of the most difficult aspects in language learning. The teaching learning speaking needs the students' participant actively. Therefore, it is needed the appropriate technique to teach speaking. The recommended technique in teaching speaking is Think-Pair-Share.

Theoretical framework in this research is if Think-Pair-Share technique is effective, the grade of speaking performance is high. However, if Think-Pair-Share technique is less effective, the grade of speaking is low.

## 2. Paradigm

Based on the theoretical framework above the research describes the paradigm as following:



**Figure 1.**



Based on that figure 1 of paradigm, the researcher assumes that, if the students' score is high, it means that there is positive and significant influence of using Think-Pair-Share toward speaking performance. However, if the students' score is low, it means that there is no positive and significant influence of using Think-Pair-Share toward speaking performance.

Therefore, the researcher assumes that certainly the students taught through Think-Pair-Share will influence their speaking performance test.

### **C. Hypothesis Formulation**

Hypothesis is a tentative answer of the research problem. By concerning the theories and explanation above, the researcher formulate the hypothesis as follows:

#### **1. Alternative Hypothesis ( $H_a$ )**

There is a significant influence by using Think-Pair-Share toward students' speaking performance at Tent Grade of SMK Budi Utomo I Way Jepara in the academic year 2011/2012.

#### **2. Null Hypothesis ( $H_o$ )**

There is not a significant influence by using Think-Pair-Share toward students' speaking performance at Tent Grade of SMK Budi Utomo I Way Jepara in the academic year 2011/2012.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

The researcher uses quantitative research in the experiment form. This research is aimed to investigate whether there is positive and significant influence on using Think-Pair-Share technique toward students' speaking performance.

In this research, the researcher used two classes. The first class was an experimental class which receives the treatment that is teaching by using Think-Pair-Share technique. And the second class was the control class that does not receive the treatment.

#### **B. Population, Sample And Sampling Technique**

##### **1. Population**

Suharsimi Arikunto defines population as "a whole of research subjects".<sup>25</sup> The population of this research were the tenth grader of SMK Budi Utomo I Way Jepara in academic year 2011/2012. It consists of 132 students that divided into four classes.

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<sup>25</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p. 130.

## 2. Sample

According to L.R. Gay, sample is part of population that can represent the population.<sup>26</sup> The samples of this research were the students at the tenth grader which consist of four classes. The researcher took two classes as a sample. The researcher took from X AK I which is consist of 34 students and X TN I which is consist 34 students.

## 3. Sampling Technique

This research used cluster random sampling as a technique. L.R. Gay states that cluster random sampling is sampling in which groups, not individuals, are randomly selected. All the members of selected groups have similar characteristics.<sup>27</sup> From this technique the researcher took X AK 1 as an experimental class and the second class is X TN I as a control class.

### C. The Operational Definition of Variables

Variable is an object of the research or the concern of the research.<sup>28</sup> The operational definitions of variable as follows:

#### 1. Independent variable

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<sup>26</sup> Gay, L.R., *Educational Research Competencies and Application*, 3<sup>rd</sup> ed., (New York: McMillan Publishing Company, 1990), p.103.

<sup>27</sup> *Ibid.*, p. 110.

<sup>28</sup> Suharsimi Arikunto, *Op.Cit.*, p. 118.

Independent variable is variable of the research that (probably) causes, or affects the dependent variable.<sup>29</sup> Independent variable of this research was Think-Pair-Share technique (x).

The indicators of this variable (x) are:

- a) The students have capability to complete the task and to master the material individually.
- b) The students are able to learn cooperatively in a group work

## 2. Dependent variable

Dependent variable is major variables of the research.<sup>30</sup> They are the outcomes or result of the influence of the independent variables. Other names for dependent variables are criterion, outcomes and effect variables. Dependent variable of this research was the students' speaking performance at tenth grader of SMK Budi Utomo 1 in academic year 2011/2012.

The indicators of this variable (y) are the students have a good fluency, pronunciation, vocabulary, grammatical accuracy and they are able to develop a meaningful interaction with another.

## D. Data Collection Method

### 1. Test

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<sup>29</sup> Ag, Bambang Setiyadi, *Op.Cit.*, p. 107.

<sup>30</sup> *Ibid.*, p. 106.

The researcher used test as a data collection method to measure both of the variables. L.R. Gay states that test is a means of measuring the knowledge, skill, feeling, intelligence, or aptitude of an individual or group.<sup>31</sup>

The test that is used in this research consists of pre-test and post-test. The test which will be used are oral test and written test.

## 2. Documentation

The researcher used the documentation method to get detail information in written form. Documentation method is finding data in form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, agenda, etc.<sup>32</sup>

## E. Research Instrument

Suharsimi Arikunto defines instrument as the tool of research which is used in each methods.<sup>33</sup> The instrument which used in test was oral and written test. The test included pre-test and post-test.

**Table 2.**

The Research Instrument Blueprint

No.	Variable	Variable Indicator	Items	Form
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<sup>31</sup> Gay, L.R., *Op. Cit.*, p.127.

<sup>32</sup> Suharsimi arikunto, *Op. Cit.*, p. 231.

<sup>33</sup>Suharsimi arikunto, *Op.Cit.*, p. 26.

				of Test
1.	Independent Variable (X) Think-Pair-Share technique	<ul style="list-style-type: none"> <li>• Group work ability</li> <li>• Individual ability</li> </ul>	1-2 3-4	Essay Essay
2.	Dependent Variable (Y) Speaking Performance	<ul style="list-style-type: none"> <li>• The students have a good fluency, pronunciation, vocabulary, grammatical accuracy interactional strategies</li> </ul>	The student discuss about the topics: Favorite people	Oral test

#### F. The Data Analysis

To investigate whether there is influence of using Think-Pair-Share technique toward students' speaking performance at tenth grader of SMK Budi Utomo I Way Jepara in academic year 2011/2012 the researcher used t-test formula to analyzes the data:

The formulation of t-test:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Note:

M = Average score of each group

N = Number of students

X = Deviation of each score  $x_2$  and  $x_1$

Y = Deviation of each score  $y_2$  and  $y_1$

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. Description Of Data**

##### **1. Research Setting**

- a. Short Story About The Establishment Of Smk Budi Utomo I Way Jepara

SMK Budi Utomo 1 Way Jepara is located on Pisang Street 163 sub district Way Jepara, East Lampung. It was established on June 24, 1988 by SK Budi Utomo Education foundation (YPBU) No: 05/YPBU/VI/1988. SMK Budi Utomo 1 is accredited type B after passing through several processes.

- b. The Condition of Teachers and Official Employers of SMK Budi Utomo I Way Jepara

The members of teachers and official employers of SMK Budi Utomo I Way Jepara in academic year 2011/2012 are 50 that can be identified as follows:



Table 3

The Condition of Teachers and Official Employees In SMK Budi Utomo 1 Way Jepara in the Academic Year 2011/2012

No	Name	Sex	Occupation
1.	Drs. S. Warno	Male	Headmaster
2.	Drs. Djuneng Zubaidi	Male	Teacher
3.	Fauzi, SH	Male	Teacher
4.	Isamil Yani, S.Ag.	Male	Teacher
5.	Katimin, S.Pd.	Male	Teacher
6.	Husni, S.Pd.	Male	Teacher
7.	Nurjanah	Female	Teacher
8.	Sriwigati, SE	Female	Teacher
9.	Drs. Hi. Widodo	Male	Teacher
10.	Sunanik, SE	Female	Teacher
11.	Sumarno, S.Pd.	Male	Teacher
12.	Triyono, SE	Male	Teacher
13.	Mardiyono, SE	Male	Teacher
14.	Drs. A. Haryanto	Male	Teacher
15.	Ediyanto, S.Ag.	Male	Teacher
16.	I Nengah Warsa, S.Pd.	Male	Teacher
17.	Sriwulan	Female	Teacher
18.	Eka Triana Gani, ST	Female	Teacher
19.	Catur Asmawati, SE	Female	Teacher
20.	Dra. Elliya Martini	Female	Teacher
21.	Reni Handayani, SE	Female	Teacher
22.	F. Dewi Nofi, S.Pd.	Female	Teacher
23.	Ika Puspita Dewi, S.Pd.	Female	Teacher
24.	Maulana Arif, BA, A.Md.	Male	Teacher

25.	Ari Ayunita, S.S.	Female	Teacher
26.	Suliman, SP.	Male	Teacher
27.	Muhaimin Shidiq, S.Si.	Male	Teacher
28.	Ali Mustofa, S.Pd.	Male	Teacher
29.	Iwan Salwani, S.Pd.	Male	Teacher
30.	Darmono, S.Pd.	Male	Teacher
31.	Suratmi, S.Pd.	Female	Teacher
32.	Sulono, S.Pd.	Male	Teacher
33.	Sugiyono, SH	Male	Teacher
34.	Zubaidi, HM	Male	Teacher
35.	Miftahul Nasikhah, S.Pd.	Female	Teacher
36.	Lina Purwanti, S.Pd.	Female	Teacher
37.	Nuraini, S.Pd.	Female	Teacher
38.	M. Yasir Amin, SE	Male	Teacher
39.	Willy Yuristya, S.Pd.	Female	Teacher
40.	A. Margianto	Male	Administration coord
41.	Muflikhah	Female	Treasure
42.	Ayu Lestari	Female	Administration
43.	Rustam Efendi	Male	Administration
44.	Gunari Astuti, S.Pd.	Female	Administration
45.	Endang Sunarti	Female	Administration

Source: Documentation result in SMK Budi Utomo I Way Jepara

- c. The students' quantity of SMK Budi Utomo I Way Jepara in academic year 2011/ 2012

The students' quantity of SMK Budi Utomo I Way Jepara is 434 that can be identified as follows:

Table 4

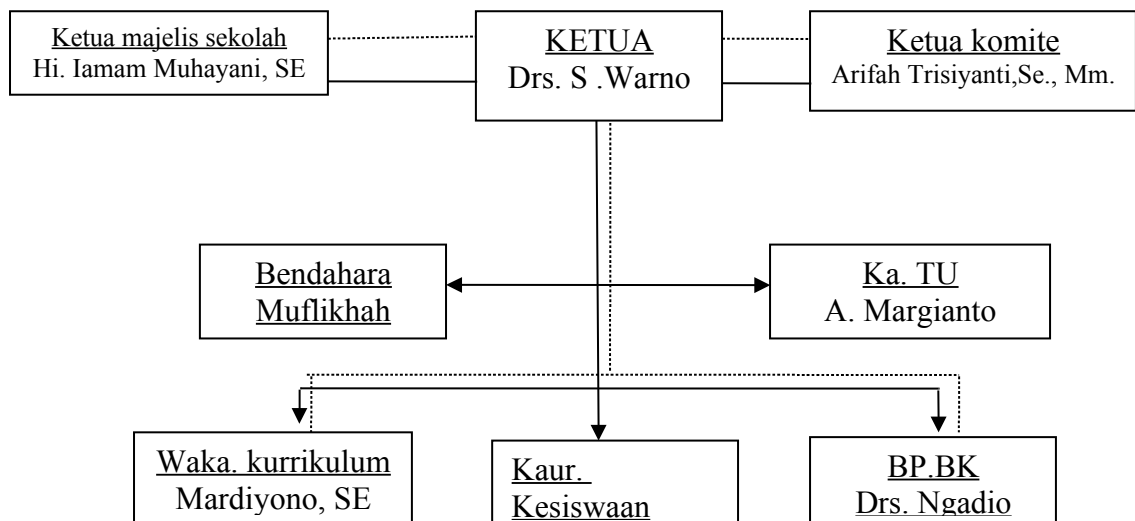
The students' quantity of SMK Budi Utomo I Way Jepara in academic year 2011/ 2012

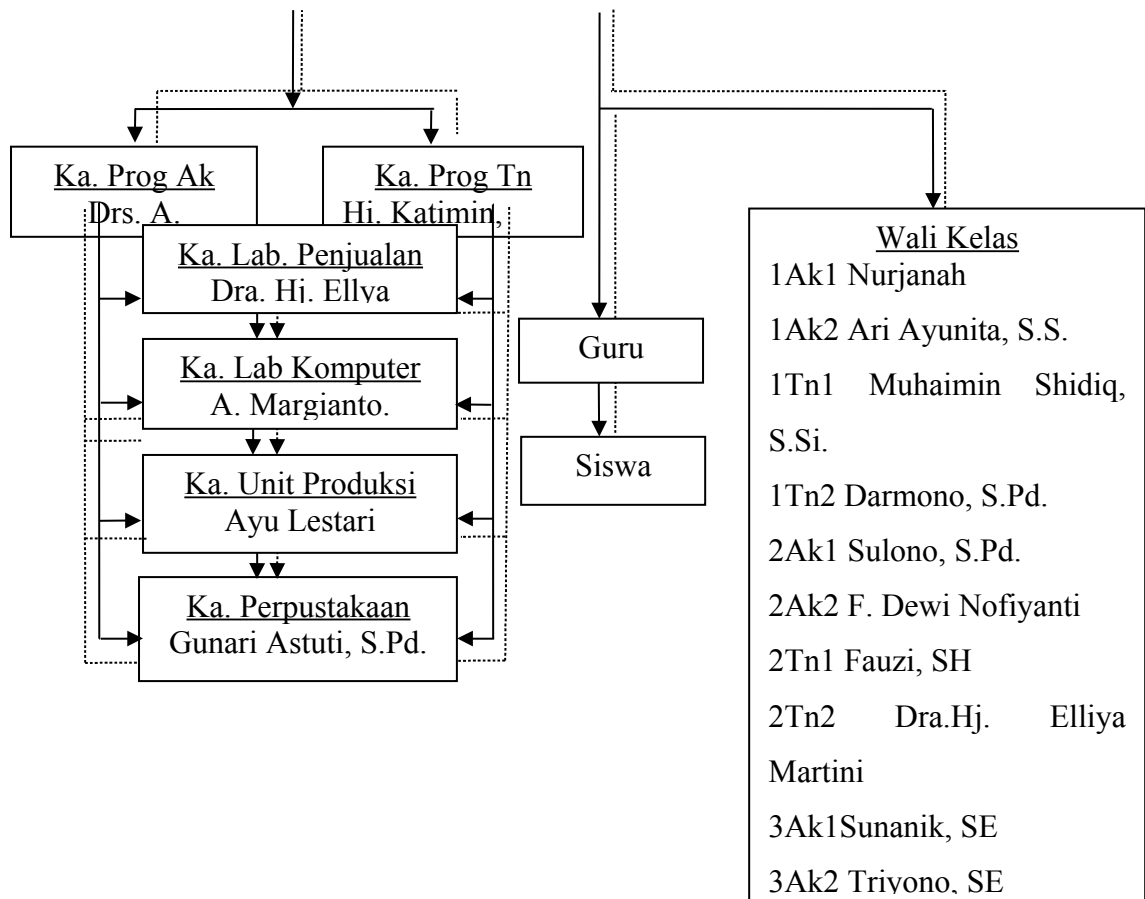
No.	Class	Classification				Total
		AK 1	AK 2	TN 1	TN 2	
1	X	34	32	34	30	130
2	XI	39	37	34	37	147
3	XII	40	40	37	40	157
Total						<b>434</b>

Source: Documentation result in SMK Budi Utomo I Way Jepara

d. Organization structure of SMK Budi Utomo I Way Jepara

Figure 1.  
Organization Structure of SMK Budi Utomo I Way Jepara





f. e. Location sketch of SMK Budi Utomo 1 Way Jepara

## 2. Research Data

### a. Result of pre-test

The purpose of administering pre-test is to know the level of students' speaking performance before treatment. The result of pre-test can be identified as follows:

Table 5  
The Result of the Students' Pretest at the Tenth Grader (Experimental Class) of SMK Budi Utomo 1 Way Jepara in the Academic Year 2011/2012

No.	Name	Score pre-test
1.	ASW	35
2.	AA	45
3.	CWN	70
4.	CKS	75
5.	DTA	50
6.	DL	60
7.	DP	65
8.	DS	35
9.	DPT	60
10.	ENK	75
11.	IAP	50
12.	LS	70
13.	NAT	45
14.	NS	70
15.	NRT	70
16.	NAN	80
17.	NHD	55
18.	NIS	55
19.	NHY	70
20.	PB	35
21.	RRO	50
22.	RSM	70
23.	SND	70
24.	SDS	60
25.	SRY	75

26.	SU	65
27.	SWD	50
28.	SS	75
29.	SW	50
30.	TNS	65
31.	TL	65
32.	UA	65
33.	VHY	50
34.	YAT	40
	Total ( $\sum X$ )	2020
	Average ( $\bar{X}$ )	59,4

Source: The Result of Pretest (Experimental Class) on March 2011

Based on the table above, the researcher the measured the class interval, as follows:

$$IR = \frac{t - r}{N}$$

Notes:

$IR$  = Class Interval  
 $t$  = The Highest Score  
 $r$  = The Lowest Score  
 $N$  = Total of The Categories

$$IR = \frac{80 - 35}{3}$$

$$= 15$$

The total of class interval ( $IR$ ) of this result of pre-test is 15, after knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 6  
Frequency Distribution as the Result of Pretest (Experimental Class)  
among the Tenth Grader of SMK Budi Utomo 1 Way Jepara in the  
Academic Year 2011/2012

No .	Class interval	Frequenc y	Categor y	Percentag e
1.	66-80	12	High	35.3 %
2.	51-65	9	Average	26.5 %
3.	35-50	13	low	38.2 %
		34		100 %

Based on the table of frequency distribution above, it can be inferred that 34 students as the research sample can be divided:

- 1) For the class of 66-80, there were 12 students who got high score (35.3%)
- 2) For the class of 51-80, 26.5% students included in the average category.
- 3) For the class of 35-50, 13 students who got low score.

Therefore, the pre-test in category into bad category.

From the result of pre-test, the researcher found the students problem was in lack of mastering speaking. The problem could be seen by the score in pre-test. There were 24 students who got score less than 70 as minimum standard criterium at SMK Budi Utomo 1 , and there were only 35.3 % students who reached KKM. It showed that the result of the students' speaking performance in pretesr was not satisfactory.



The researcher also conducted pretest for the control class. The result of the students pretest at control class can be identified as follows:

Table7  
The Result of the Students' Pretest at the Tenth Grader (Control Class)  
of SMK Budi Utomo 1 Way Jepara in the Academic Year 2011/2012

No.	Name	Score pre-test
1.	ALT	40
2.	ATW	70
3.	AL	35
4.	APR	50
5.	AYN	50
6.	BTA	70
7.	DSW	40
8.	DL	45
9.	FSL	60
10.	IWD	30
11.	ISQ	30
12.	JIW	35
13.	JSP	50
14.	KTN	50
15.	LFW	75
16.	LA	70
17.	LNI	40
18.	MPF	25
19.	MRN	35
20.	NMA	55
21.	NM	50
22.	NA	50
23.	PY	45
24.	PLT	70
25.	PA	35
26.	SHL	45
27.	SSP	50
28.	SMY	30
29.	SNH	50
30.	SQY	40
31.	SFQ	40
32.	VA	35

33.	YNH	75
34.	NT	75
	Total ( $\sum X$ )	1645
	Average ( $\bar{X}$ )	48.4

Source: The Result of Pretest (Control Class) on March 2011

Based on the table above, the researcher the measured the class interval, as follows:

$$IR = \frac{t - r}{N}$$

Notes:

$IR$  = Class Interval  
 $t$  = The Highest Score  
 $r$  = The Lowest Score  
 $N$  = Total of The Categories

$$IR = \frac{75 - 25}{3} = \frac{50}{3} = 16.6/17$$

The total of class interval ( $IR$ ) of this result of pre-test is 17, after knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 8  
Frequency Distribution as the Result of Pretest (Control Class) among the Tenth Grader of SMK Budi Utomo 1 Way Jepara in the Academic Year 2011/2012

No	Class interval	Frequency	Category	Percentage
1.	59-75	9	High	26.5 %
2.	42-58	11	Average	32.4 %
3.	24-41	14	low	41.1 %
		34		100 %

Based on the table of frequency distribution above, it can be inferred that 34 students as the research sample can be divided:

- 1) For the class of 59-75, there were 9 students who got high score (26.5%).
- 2) For the class of 42-58, 32.4% (11 students) included in the average category.
- 3) For the class of 24-41, there were 14 students who got low score (41.1%).

Therefore, the pre-test in category into bad category.

From the result of pre-test in control class, the researcher found the students problem was in mastering speaking too. It could be seen by the score in pre-test. There were 9 students who reached 70 as minimum standard criterium at SMK Budi Utomo 1 , and there were only 26.5 % students who reached KKM. It showed that the result of the students' speaking performance in control class was not satisfactory too.

#### b. The Result of Post-test

After knowing the pre-test result of students' speaking performance is in poor level, then the reseacher gave treatment by using Think-Pair-Share (TPS) technique. In using the technique, the students felt interesting and be active in the class.

In the end, the researcher gave the post-test to know students' speaking performance by using Think-Pair-Share.

To measure the students' speaking performance after giving treatment by using Think-Pair-Share technique, the researcher tested the students by giving them oral test and essay about describing people. The result of post-test can be identified as follows:

Table 9  
The Result of the Students' Post-test at the Tenth Grader  
(Experimental Class) of SMK Budi Utomo 1 Way Jepara in the  
Academic Year 2011/2012

No.	NAME	Post-test score
1.	ASW	79
2.	AA	79
3.	CWN	79
4.	CKS	80
5.	DTA	66
6.	DL	70
7.	DP	50
8.	DS	50
9.	DPT	75
10.	ENK	75
11.	IAP	40
12.	LS	57
13.	NAT	73
14.	NS	79
15.	NRT	83
16.	NAN	86
17.	NHD	79
18.	NIS	73
19.	NHY	75
20.	PB	70
21.	RRO	70
22.	RSM	74
23.	SND	77
24.	SDS	60

25.	SRY	85
26.	SU	84
27.	SWD	84
28.	SS	85
29.	SW	50
30.	TNS	75
31.	TL	40
32.	UA	76
33.	VHY	83
34.	YAT	73
	Total ( $\sum X$ )	2434
	Average ( $\bar{X}$ )	71,6

Source: The Result of Posttest (Experimental Class) on April 2011

Based on the table above, the researcher then measured the class interval as follows:

$$IR = \frac{t - r}{N}$$

Notes:

$IR$  = Class Interval  
 $t$  = The Highest Score  
 $r$  = The Lowest Score  
 $N$  = Total of The Categories

$$IR = \frac{86 - 40}{3} \quad IR = \frac{86 - 40}{3}$$

$$= 15$$

The total of class interval ( $IR$ ) of this result of posttest is 15, after knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 10

Frequency Distribution as the Result of post-test (Experimental Class)  
among the Tenth Grader of SMK Budi Utomo 1 Way Jepara in the  
Academic Year 2011/2012

No.	Class interval	Frequency	Category	Percentage
1.	72-86	23	High	67.6 %
2.	57-71	6	Average	17.7 %
3.	40-56	5	low	14.7 %
		34		100 %

Based on the table of frequency distribution above, it can be inferred that 34 students as the research sample can be divided:

- 1) For the class of 72-86, there were 23 students who got high score (67.6%).
- 2) For the class of 57-71, 17.7% students included in the average category.
- 3) For the class of 24-41, there were 6 students who got low score (14.7%).

Therefore, the posttest in category into good category.

From the result of posttest. There were 23 (67.6%) students who reached 70 as minimum standard criterium at SMK Budi Utomo 1 Way Jepara. It showed that the result of the students' speaking performance in posttest was satisfactory.

The control class got the same material but different technique. So, they are given posttest too. The result can be seen from the table.

Table 11

The Result of the Students' Posttest at the Tenth Grader (Control Class) of SMK Budi Utomo 1 Way Jepara in the Academic Year 2011/2012

No.	Name	Score pre-test
1.	ALT	35
2.	ATW	75
3.	AL	30
4.	APR	50
5.	AYN	60
6.	BTA	70
7.	DSW	70
8.	DL	45
9.	FSL	50
10.	IWD	30
11.	ISQ	75
12.	JIW	35
13.	JSP	55
14.	KTN	70
15.	LFW	75
16.	LA	75
17.	LNI	40
18.	MPF	35
19.	MRN	35
20.	NMA	70
21.	NM	75
22.	NA	55
23.	PY	70
24.	PLT	70
25.	PA	30
26.	SHL	55
27.	SSP	75
28.	SMY	50
29.	SNH	55
30.	SQY	45
31.	SFQ	50
32.	VA	50
33.	YNH	75
34.	NT	75
	Total ( $\sum X$ )	1910

	Average ( $\bar{X}$ )	56.2
--	-----------------------	------

Source: The Result of posttest (Control Class) on April 2011

Based on the table above, the researcher then measured the class interval as follows:

$$IR = \frac{t - r}{N}$$

Notes:

$IR$  = Class Interval  
 $t$  = The Highest Score  
 $r$  = The Lowest Score  
 $N$  = Total of The Categories

$$IR = \frac{86 - 40}{3} \quad IR = \frac{75 - 30}{3}$$

$$= 15$$

The total of class interval ( $IR$ ) of this result of posttest is 15, after knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 12  
Frequency Distribution as the Result of post-test (Control Class)  
among the Tenth Grader of SMK Budi Utomo 1 Way Jepara in the  
Academic Year 2011/2012

No.	Class interval	Frequency	Category	Percentage
1.	61-75	14	High	41.2 %
2.	45-60	12	Average	35.3 %
3.	30-44	8	low	23.5 %
		34		100 %



Based on the table of frequency distribution above, it can be inferred that 34 students as the research sample can be divided:

- 1) For the class of 61-75, there were 14 students who got high score (41.2%).
- 2) For the class of 45-60, 35.3% students included in the average category.
- 3) For the class of 30-44, there were 8 students who got low score (23.5%).

Therefore, the posttest of control class in category into good category. It can be seen there were 14 students who got high score. It can be said that 41.2 % students reached 70 as minimum standard criterium at SMK Budi Utomo 1 Way Jepara.

From the result of posttest both experimental class and control class can be seen that the result in experimental class more satisfactory than control class.

## **B. Hypothesis Testing**

After applying the documentation and test method, the researcher analyzed the data by using *t-test* analysis in order to prove whether there is an influence of using Think-Pair-Share toward students' speaking performance at tenth grader of SMK Budi Utomo I Way Jepara as follows:

Table 13

The Table as the Authentication of the Difference between Experimental And Control Groups at the Tenth Grader of SMK Budi Utomo 1 Way Jepara in Academic Year 2011/2012.

Control Group				Experimental Group			
Subje ct	Pre- test ( $x_1$ )	Post- test ( $x_2$ )	Differen ce (X)	Subje ct	Pre- test ( $y_1$ )	Post- test ( $y_2$ )	Difference (Y)
ALT	40	35	-5	ASW	35	79	44
ATW	70	75	5	AA	45	79	34
AL	35	30	-5	CWN	70	79	9
APR	50	50	0	CKS	75	80	5
AYN	50	60	10	DTA	50	66	16
BTA	70	70	0	DL	60	70	10
DSW	40	70	30	DP	65	50	-15
DL	45	45	0	DS	35	50	15
FSL	60	50	-10	DPT	60	75	15
IWD	30	30	0	ENK	75	75	0
ISQ	30	75	45	IAP	50	40	-10
JIW	35	35	0	LS	70	57	-13
JSP	50	55	5	NAT	45	73	28
KTN	50	70	20	NS	70	79	9
LFW	75	75	0	NRT	70	83	13
LA	70	75	5	NAN	80	86	6
LNI	40	40	0	NHD	55	79	24
MPF	25	35	10	NIS	55	73	18
MRN	35	35	0	NHY	70	75	5
NMA	55	70	15	PB	35	70	35
NM	50	75	25	RRO	50	70	20
NA	50	55	5	RSM	70	74	4
PY	60	70	10	SND	70	77	7
PLT	70	70	0	SDS	60	60	0
PA	35	30	-5	SRY	75	85	10
SHL	45	55	10	SU	65	84	19
SSP	50	75	25	SWD	50	84	34
SMY	30	50	20	SS	75	85	10
SNH	50	55	5	SW	50	50	0
SQY	40	45	5	TNS	65	75	10
SFQ	40	50	10	TL	65	40	-25
VA	35	50	15	UA	65	76	11
YNH	75	75	0	VHY	50	83	33

NT	75	75	0	YAT	40	73	33
	1660	1910	$\sum_x =$ 250		2020	2434	$\sum_y =$ 414

The data above then analyzed by using SPSS (statistical package of social science) version 16 and the outputs were as follows:

Group Statistics					
class		N	Mean	Std. Deviation	Std. Error Mean
speaking performance	experiment class	34	71.59	12.754	2.187
	control class	34	56.18	16.099	2.761

The table above demonstrated that the mean of speaking performance in experiment class, the result was 71.59 and its standard deviation was 12.754 with the total of sample were 34. Meanwhile, the mean of speaking performance in the control class, the result was 56.18 and its standard deviation was 16.099 with the total of sample were 34.

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
speaking performance	Equal variances assumed	5.016	.028	4.375	66	.000	15.412	3.522	8.379	22.445
	Equal variances not assumed			4.375	62.718	.000	15.412	3.522	8.372	22.451

### C. Interpretation

After applying the treatment the researcher found  $t_{\text{observed}}$  4.375, whereas, the determined of hypothesis testing as follows:

- If the  $t_{\text{observed}}$  higher than  $t_{\text{table}}$ ,  $H_a$  is accepted and  $H_o$  is rejected
- If  $t_{\text{observed}}$  is smaller than  $t_{\text{table}}$   $H_a$  is rejected and  $H_o$  is accepted.

To know the critical value of  $t_{\text{observed}}$  and  $t_{\text{table}}$  . the researcher firstly counted df (degree of freedom). The formulation:

$$\begin{aligned}
 Df &= N_x + N_y - 2 \\
 &= 34 + 34 - 2 \\
 &= 66.
 \end{aligned}$$

The total of df is 66. But 66 are not found out in t-table. So, the researcher must do interpolation as follows:

Interpolation	5%	1%	0,1%
Df 60 +df 120/2	$2.000 + 1980 / 2$	$2.660 + 2.617 / 2$	$3.460 + 3.373 / 2$
	1.99	2.639	3.417

Therefore, df 66 with df 5% is 1.99 and 1 % is 2.639 the data confirmed that  $t_{\text{observed}} 4.375 > t_{\text{table}} 1.99$ . So,  $t_{\text{observed}}$  is bigger than  $t_{\text{table}}$  both df 5% = 1.99 and 1% = 2.639. It can be concluded that  $H_a$  is accepted and  $H_o$  is rejected.

#### **D. Discussion**

There were two variables in this research, independent and dependent variables. The independent variable of this research was Think-Pair-Share Technique and the dependent variable of this research was Speaking Performance. The data of this research was attained from test. Then, the data was calculated by using T-test to investigate whether there was influence between both variables. The calculation demonstrated that there was positive and significant influence of using Think-Pair-Share technique toward the students' speaking performance.

Furthermore, the positive influence was clarified by assumption of the level between experiment class and control class. It's said positive if the

experiment class is higher than control class. Experiment class was given the treatment and control class without treatment. And, there is the significant difference between experiment class and control class. It could be seen from the value of “ $t_{\text{observed}}$ ” is 4.375 and “ $t_{\text{table}}$ ” is 1.99 (5%) and 2.638 (1%), the data confirmed that “ $t_{\text{observed}}$ ” is higher than “ $t_{\text{table}}$ ”. Therefore, it could be inferred that hypothesis ( $H_a$ ) is accepted. So, there is a positive and significant influence of using think pair share technique toward speaking performance.

#### **E. Limitation**

The researcher did not find any significant difficulties in conducting the research. However, while collecting the data, the researcher found it hard to arrange the research schedule. It caused the research coincided with the final exams. So that, the research schedule had to adjust the school schedule. It also caused the teaching learning activities did not effective.

Furthermore, several students were absence when the researcher conducted the test. It made the researcher needed more time to collect the data. It caused the researcher was late to process the data.

Moreover, there were some students did not want to do the task. They traded on their friends' answer. So that, they could not complete the task when they asked to share their discussion result in front of class.

## **CHAPTER V**

### **CONCLUSSION AND SUGESTION**

#### **A. CONCLUSION**

Before using Think-Pair-Share technique, the average score of experimental class is 59. While, the average score of control class is 48.4. Then, the Think-Pair-Share applied in the experimental class. After using the technique the average score of experimental class is 71.6. While the averages score of control class is 56.2. It can be inferred that there is positive and significant influence of using Think-Pair-Share toward students' speaking performance at tenth grade of SMK Budi Utomo 1 Way Jepara.

Moreover, the positive and significant influence can be seen from the critical value " $t_{\text{observed}}$ " is 4.375 and " $t_{\text{table}}$ " is 1.99. The data confirmed that " $t_{\text{observed}}$ " is higher than " $t_{\text{table}}$ ". Therefore it can be inferred that hypothesis is accepted. So, there is a positive and significant influence of using Think-Pair-Share toward the students' speaking performance at tenth grade of SMK Budi Utomo 1 Way Jepara.

Based on the data analysis and result of the research, the researcher concludes that using Think-Pair-Share as an alternative technique can influence students' speaking performance at the tenth grader of SMK Budi Utomo 1 Way Jepara in Academic year 2011/2012.

## **B. SUGGESTION**

After the research finished, the researcher would like to give some suggestions as follows:

### **1. For the students**

The students are expected to be more focus on the lesson and can be more active in the class in order they can increase their speaking performance.

### **2. For the teacher**



The teacher is expected to be more creative to choose the various alternative technique can be applied in the classroom that can help the students more active in the classroom.

The teacher is recommended to use Think-Pair-Share technique as one of the alternative technique to increase the students' speaking performance.

3. For the headmaster

For the headmaster is suggested to support the English learning process by preparing the facilitations and instrument compactly.

4. For the institution

The researcher greatly expects that this study can give contribution for the institution, such as a reference for further studies in learning English.

5. For the next researcher

The researcher expected the next researcher can develop this research and hopefully it could be useful for all of us.

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# **APPENDICES**

## PRETEST

Subject : English

Sub subject : Speaking

Class : Accounting and Bussines Management

Time allocated: 2 x 40 Minutes

Directions :

*Describe your Favorite People!*

## POSTTEST

Subject : English  
Sub subject : Speaking  
Class : Bussines Management  
Time allocated: 2 x 40 Minutes

Directions :  
*Describe your Favorite People!*

## PRETEST

Subject : English

Sub subject : Speaking

Class : Accounting and Bussines Management

Time allocated: 2 x 40 Minutes

Directions :

*Describe your Favorite People!*

## POSTTEST

Subject : English  
Sub subject : Speaking  
Class : Bussines Management  
Time allocated: 2 x 40 Minutes

Directions :  
*Describe your Favorite People!*



## LESSON PLAN

<b>School</b>	: SMK Budi Utomo I Way Jepara
<b>Subject</b>	: English
<b>Grade/Semester</b>	: X / 2
<b>Time Allocated</b>	: 4 x 45 minutes
<b>Standard Competences</b>	: Communicate using English as novice level.
<b>Basic Competences</b>	: Describing things, people, times, days, months and years.
<b>Indicators</b>	: The students are able to achieve new vocabularies; adjectives showing colors, quality, size, shape, age, and material.

### Learning Objectives

By the end of the lesson, 75 % of the students are able to:

1. Describe people by their origins & nationalities and professions correctly
2. Achieve new vocabularies; adjectives showing colors, quality, size, shape, age, and material.
3. Achieve new vocabularies; adjectives showing physical (appearance), non-physical(characteristic)
4. Achieve new vocabularies; nouns showing time, day, date, month, year

## **Learning Material**

- Adjectives of quality: good, beautiful, etc
- Adjectives of size: big, small, etc
- Adjectives of shape: round, straight, etc
- Adjectives of age: old, new, etc
- Adjectives of color: blue, red, etc

**Learning Technique:** Think-Pair-Share (TPS)

## **Teaching and Learning Activities:**

### A. Warming Up Activities (Accelerated Learning)

- Students imaging their favorite people.

### B. Main Activities

#### Exploration

- Students mention kinds of adjectives showing color, quality, size, shape, age, and material that they know.
- Teacher give an explanation related to the topic.

#### Elaboration

- Students draw the object with their partner.
- Students look up the meaning of the related vocabulary in the dictionary.
- Students describe the object using appropriate adjectives (backside of flash card)
-

### Confirmation

- Students share and mention descriptions of the object with their friend.
- Teacher give the question related to the topic.

### C. Closing activities

- Students review the lesson learned from the meeting.

### Learning Sources

- Teacher as a model
- English for SMK
- Dictionary

### Assessment

#### 1. Technique

- Oral Test
- Written Test

#### 2. Form

- Discussion
- Essay

## **Research Instrument**

**Subject** : English  
**Sub subject** : Speaking  
**Time allocated** : 2 x 40 minutes

**Directions** :

*A. Work in pairs. Describe about your favorite people and act in the front of the class.*

*B. Answer the question based on the task A.*

### **Group work**

1. Who is he/she?
2. What kind of hair does she have?

### **Individual work**

3. How are his/her physical appearances?
4. Can you describe his/her personality?

*Resources: the students' handbook*

## Measuring

### 1. Scoring Task A:

Aspect	Category	Indicators
Fluency	4	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
	2	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1	The student speaks so little that no 'fluent' speech can be said to occur.
Pronunciation	4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
	2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1	Words are unintelligible.
Vocabulary	4	Effective use of vocabulary for the task with few inappropriacies
	3	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
	2	Limited use of vocabulary with frequent inappropriacies.
	1	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4	Very few grammatical errors evident.
	3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2	Speech is broken and distorted by frequent

		errors.
	1	Unable to construct comprehensible sentences.
Interactional strategies	4	Interacts effectively and readily participates and follows the discussion.
	3	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2	Interaction ineffective. Can seldom develop an interaction.
	1	Understanding and interaction minimal.

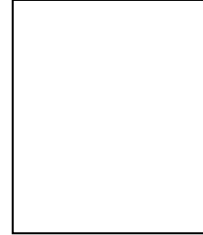
- a. Maximum score for each student: 20
- b. The formula to obtain an exact score is total score x 5

## 2. Scoring Task B:

Correct	5
Incorrect	0

- a. Maximum score for each student: 20
- b. The formula to obtain an exact score is total x 5

$$3. \text{ Total Score} = \frac{\text{Task A} + \text{Task B}}{2}$$



### **CURRICULUM VITAE**

The name of the researcher is Maya Desiyanti. She was born in Way Jepara, Lampung Timur, on December, 02<sup>nd</sup> 1990. She is the first child of happy couple Mr. Sukayat and Mrs. Wiwin Winarti. She has three younger brothers.

The researcher graduated from SD Negeri 02 Braja Sakti in 2002, and then she continued to SMP Negeri 1 Way Jepara finished on 2005. She continued to SMK Budi Utomo 1 Way Jepara and finished on 2008. In that year the researcher continued her study in STAIN JURAI SIWO Metro Department Tarbiyah English Education Study Program in the academic year 2008/2009.