AN UNDERGRADUATE THESIS

USING THINK PAIR SHARE STRATEGY TO IMPROVE SPEAKING ABILITY AT THE TENTH GRADER OF SMAN 1 METRO

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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USING THINK PAIR SHARE STRATEGY TO IMPROVE SPEAKING ABILITY AT THE TENTH GRADER OF SMAN 1 METRO

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

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Assalamu'alaikum Wr.Wb

Setelah kami mengadakan pemeriksaan dan bimbingan seperlunya, maka skripsi yang telah disusun oleh :

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Sudah kami setujui dan dapat di munaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb

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An Undergraduate thesis entitled:USING THINK PAIR SHARE STRATEGY TO IMPROVE SPEAKING ABILITY AT THE TENTH GRADER OF SMAN 01 METRO. Written by: Annisa 'Ul Maghfiroh, Student Number 1601070005, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday June 12, 2023, at 10:00– 12:00a.m

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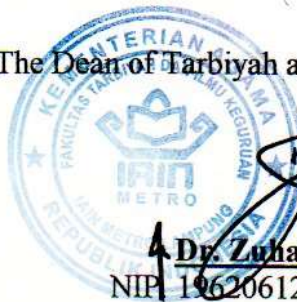
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USING THINK PAIR SHARE STRATEGY TO IMPROVE SPEAKING ABILITY AT THE TENTH GRADER OF SMAN 1 METRO

ABSTRACT

By:

Annisa 'Ul Maghfiroh

The research aims to know that using Think-Pair-Share strategy can improve speaking ability. The object of this research is the tenth grader of SMAN 01 Metro was conducted 38 students. This research is a Classroom Action Research (CAR). The research is conducted in two cycles. Each cycle consist of planning, acting, observing, and reflecting. In collecting the data, the researcher use observation, test, documentation, and field note. The finding of this research shows that there is improvement in speaking skills by using Think-Pair-Share strategy. It can be seen from the progress of the average score in pre-test, post-test I, and post-test II. The score of pre test in cycle I were 58 in the post test, a test were 60 became 68. The conclusion of this research was using Think-Pair-Share strategy on speaking ability was effective to improve the speaking skills at the tenth grader of SMAN 01 Metro.

Keywords: *Think-Pair-Share, Learning speaking English strategy, Senior High School, Classroom Action Research*

PENGGUNAAN THINK PAIR SHARE STRATEGY DAPAT MENINGKATKAN KEMAMPUAN BERBICARA SISWA KELAS 10 SMAN 01 METRO

ABSTRAK

Oleh :

Annisa 'Ul Maghfiroh

Penilitian ini bertujuan untuk mengetahui penggunaan strategi think-pair-share dapat meningkatkan kemampuan berbicara siswa. Objek dalam penelitian ini adalah kelas X SMAN 01 Metro terdiri dari 38 siswa. Penelitian ini adalah penelitian tindakan kelas. Penelitian ini dilaksanakan dalam dua siklus. Masing-masing siklus terdiri dari perencanaan, pelaksanaan, pengamatan, dan refleksi. Dalam pengumpulan data, peneliti menggunakan metode observasi, tes, dokumentasi, dan catatan lapangan. Hasil penelitian ini menunjukkan bahwa terdapat peningkatan kemampuan berbicara siswa dalam penggunaan strategi Think-Pair-Share. Peningkatan ini dapat dilihat dari kemajuan nilai rata-rata siswa pada pre-test, post test I, dan post-test II. Skor pre test pada siklus 1 adalah 58 dan dalam post test adalah 60 menjadi 68. Kesimpulan dari penelitian ini adalah penggunaan strategi Think-Pair-Share padakemampuan berbicara siswa sangat efektif untuk meningkatkan kemampuan berbicara siswa pada kelas 10 SMAN 01 Metro.

Kata kunci:*Think-pair-share, strategi pembelajaran berbicara bahasa inggris, sekolah menengah atas, penelitian tindakan kelas*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned

Name	: Annisa 'Ul Maghfiroh
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States that this undergraduate thesis is originality the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, 03 Apriel 2023

Writer

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Yang bertanda tangan dibawah ini:

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Menyatakan bahwa skripsi ini murni hasil penelitian penulis, kecuali beberapa bagian yang sudah dicantumkan dalam daftar pustaka.

Metro, 03 April 2023

Peneliti,
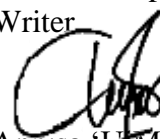
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In the name of Allah SWT. The Most of Graceious, the Most Merciful. Praise is only to Allah S.W.T. the lords of the worlds whom without His Mercy and Blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, prophet Muhammad SAW. His families and componiens. Finnaly the researcher can accomplish this undergraduate thesis entitles "USING THINK-PAIR-SHARE STRATEGY ON SPEAKING ABILITY AT THE TENTH GRADERS OF SMAN 01 METRO".

Regarding to the undergraduate thesis, the researcher offers her big thank to the Mr. Andianto, M.Pd as the head of English Education Departement. Mrs. Syahreni Siregara, M.Hum as the advisor. May Allah SWT gives his better reward for their spending time to support and guide during the undergraduated thesis writing process.

` As human being, the researcher completely realize that this undergraduate thesis still has a plenty of weakness. The researcher does apologizes for all mistakes made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this undergraduate thesis. Hopefully, this undergraduate thesis can be a meaningful benefit for the other researchers, our campus and all readers generally.

Metro, 03 Apriel 2023
Writer

Annisa 'U Maghfiroh
1601070005

DEDICATION PAGE

This undergraduate thesis is dedicated to :

- Allah Swt, The Most Gracious and The Most Merciful who always gives all needs.

- My beloved Prophet Muhammad SAW who brings the darkness to the lightness.

- My beloved parents (Mr. Rifa'I Zainuddin and Mrs. Siti Qomariyah) who always pray and support in their endless love

- My beloved family who has given me support and motivation until now

- My beloved friends has helped me to arrange my thesis and give motivation and unlimited support

MOTTO

أَكْرِمُوا أَوْلَادَكُمْ وَأَحْسِنُوا آدَابَهُمْ

" Glorify your Children and excellent their education"

(HR. At-Thabrani & Khatib)

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CHAPTER I

INTRODUCTION

A. Background Of Study

Language is very important and it takes a lot of people for expressing meaning in context. Speaking is one of skill understood in communication. Currently English has been recognizes as an international language.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. Learning other languages will help learners to express their ideas and feeling. It can also help them to participate and communicate in society.Practicing in usingEnglish especially orally is needed by the students. Moreover, the mastery of speaking skill in English is a priority for many foreign language. Because, the goal of a language classroom is communicate in target language. Therefore, the teaching learning processshould provide the students guidelines to achieve the communicative competence.

Therefore Speaking is an action that requires a person which is seen a speaker to produce words and utterances in order to in which the speaker produces utterances to convey massage or information.

Moreover, 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 provide the time and focus for the students to formulate their individual adeas and share these ideas with another students. The method of learning English in SMAN 1 has been good, but there are some of students who still do not understand the skill of speaking with the method. One of the indicators of student success can well communicate.

Based on the result of pre survey, in SMAN 1 Metro the research had done in 2022 can be showed 38 students, there are 25 who can say that were successful using the methods given by the school. So can the research deduce the methods that have been used in school only worked 89% and 21% have not succeesed.

Table 1.

The data of pre-survey score at the tenth grader of SMAN Metro

No.	NAME	SCORE	CATEGORIES
1.	A.J.S	66	COMPLETE
2.	A.R.A.	50	INCOMPLETE
3.	A.B.M.	52	INCOMPLETE
4.	A.D.P.	50	INCOMPLETE
5.	A.P.	52	INCOMPLETE
6.	A.S.M.	58	INCOMPLETE

7.	A.A.R.	54	INCOMPLETE
8.	A.R.	66	COMPLETE
9.	A.R.Y.	62	INCOMPLETE
10.	A.P.A.A.	56	INCOMPLETE
11.	B.N.	60	INCOMPLETE
12.	B.R.	68	COMPLETE
13.	B.A.P.	72	COMPLETE
14.	C.	52	INCOMPLETE
15.	C.J.S.	54	INCOMPLETE
16.	D.A.P.M.	48	INCOMPLETE
17.	D.A.P.M.	54	INCOMPLETE
18.	E.F.D.	68	COMPLETE
19.	F.R.M.	60	INCOMPLETE
20.	G.A.A.	60	INCOMPLETE
21.	J.A.	58	INCOMPLETE
22.	M.W.	72	COMPLETE
23.	M.K.A.Z.	62	INCOMPLETE
24.	M.W.P.	54	INCOMPLETE
25.	M.Z.	50	INCOMPLETE
26.	M.R.M.	70	COMPLETE
27.	M.A.N.	48	INCOMPLETE
28.	M.F.R.	48	INCOMPLETE

29.	N.A.	68	COMPLETE
30.	P.S.	60	INCOMPLETE
31.	P.A.O.F.	68	COMPLETE
32.	R.A.	58	INCOMPLETE
33.	R.W.	56	INCOMPLETE
34.	R.C.B.	56	INCOMPLETE
35.	W.D.T.A.	70	COMPLETE
36.	Y.P.A.	50	INCOMPLETE
37.	Y.A.P.	54	INCOMPLETE
38.	Y.R.P.	56	INCOMPLETE

Source : The Data of Pre Survay on 2022

In this case, researcher assumed that method has applied in class with an effort to improve student achievement. Therefore the researcher interested in conducting research with methods that are considered to make easier for students to understand the material provided.

Furthermore, the researcher found some problems at tenth grade of SMAN 1 Metro. The problems are : 1) the student didn't know how to express themselves. So, the students becomes passive in learning process. 2). The students faced difficulties in mastering speaking skill. Beside that, the students would not to be motivated to participate in 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. 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: "using Think Pair Share strategy can improve speaking ability at the tenth grader of SMAN 1 Metro in Academic Year 2022/2023." 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 problem as follows:

1. The English teacher has given the method of English learner especially on speaking skill but, some of the student doesn't have successed use that skill.
2. The student do not know how to express their ideas
3. The student has low of vocabulary.

C. Problem Limitation.

Based on the problems above the research limits the problem by focusing on problem number two, most of the students can't improve their speaking ability.

D. Problem Formulation.

Based on the background of the problem identification and problem limitation above, the problem formulations of this study is: can think pair share strategy can improve student ability?

E. Objective & Benefit Of Study.

1. Objective of Study.

The objective of this study is to know using think pair share strategy improve speaking ability at the tenth grader of SMAN 1 METRO

2. The benefit of study.

   a. For the students.

   Students in this case are the subject of the researcher. By conducting this researcher, hopefully the students can be more active and motivated in learning English. And also they can achieve their speaking ability.

   b. For the teacher.

   The result this research is expected to be useful for the entire English teacher who might use this technique when they teach speaking.

E. Prior Research

This research carried out by considering a number of prior research which focus on the domain of research using think-pair-share strategy on speaking ability. The first study performed by Feni cahyadi entitled "The Use of Think-Pair-Share strategy to Improve Speaking performance". The researcher employed a quantitative method with experimental study of pre-test and post-test control group design to investigate whether the use TPS strategy. This research conducted in the third grade students of MTSN 2 Banda Aceh in which the number of the sample were 25 students from class IX-2 and IX-3. The study found that the score of students' speaking performance increase after they learning trough TPS strategy. [1] This research and the first prior research has similarities and differencies. The similarity between the research and the first prior research is speaking ability. Both of the studies have similarities in the real research, namely using Think-Pair-Share strategy on speaking ability. The differencies between this research and the prior research is the method technique, the prior research uses a quantitative. The sample of this study involved the 38 students of SMAN 1 Metro, while in prior research was a students of MTSN 2 Banda Aceh.

The second prior research conducted by Ahmad Hanan and Hera AuliaBudiarti entitled Improving Speaking Confidence by Using Think-Pair-

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[1]Rahmat J, AbidinPammu. "*The Effectiveness of Think-Pair-Share Strategy on Improving Visually Impaired Students' Speaking Skill at SLB-A Yapti Makassar*" ELS Journal, vol. 4 issue 2, 2021, p.155

Share (TPS) Teaching Strategy to High School Students". [2]The last prior research, the research conduct research at first grade in SMP AL-AshiriahGunung sari in academic year 2018/2019. The researcher applied action research to describe whether or not TPS Strategy could improve motivation and speaking competence of student.[3]

This research and the second prior research have similarities and the differencies. The similarity between this study and prior research is uses classroom action research (CAR). The differencies between this study and the previous research is the research sample, this study will examine at SMAN 1 Metro while the previous research examine at SMP Al-AshiriahGunung sari.

However it can be conclude this research intends to continue the prior research above by applying Classroom Action Research through the application of the principle method in using Think-Pair-Share Strategy on speaking ability at the tenth graders of SMAN 1 Metro. Understanding in the procedure and the result of all prior research above the researcher can take an important essence and clear instruction regarding the implementation of this research.

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[2]Ibid., p.155
[3] Ibid., p.155

CHAPTER II

THE REVIEW OF RELATED THEORIES

A. Theoritical Review

1. The Concept Of Speaking.

a. The Concept Of Speaking.

Speaking is one of four language skill that must be mastered by students in addition to listening, reading and writing. Learning to speak English cannot only in class, but also in everywhere, and make it habits. Especially in speaking for example, listening to songs, using chat applications, or even watching movies. This habit can help students to improve their speaking skills.

Harmer states that there are three main reasons for making students speak in class. First, speaking activities provide training opportunities-opportunities in real life in a safe class. Second, speaking assignments where students try to use one or all of the languages. Finally, the more students have the opportunity to activate the various elements of the language. [4]

According to Nunan, speaking denotes their ability to perform a conversation by which their communicative competence is judged for

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[4]AseptianaParmawati, RatihInayah, *"Improving Students' speaking skills trough English movie in scope of speaking for general communication",* ELTIN journal, Vol. 7/II, October 2019, 44.

any language learners.[5]Hadfield says that speaking is a bridge between the classroom and the world outside for learners. [6] Based on quotation above, it can defined speaking not only learned in class, speaking skill can be learned by means of applied everyday.

There are some indicators indicating students not to speak flawlessly. First, students rarely answer the question verbally given by the teacher spontaneously. Second, they often use pauses and fillers when speaking, wheter to answer questions or have a talk. Third, low selfesteem affects their confidence when they try to speak: this might happen because they seldom speak in public setting. Fourth, they are running out of idea. Fifth, some language-related issues, such as grammatical error, mispronounciation, and poor vocabulary. Finally, when the teacher asks a question, student often murmur the answer together at once, creating unintelligible noise.[7]

Many students face difficulties in learning speaking skills due to some factors such as inappropriate strategy, unsupported environments, or less competency of English teachers themselves[8]

English teachers have an important role in finding an appropriate strategy that can significantly improve learners speaking

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[5]Phan Minh Huyen, Do Thi my Lan, *"Using Think Pair share Strategy to Support Students in Speaking Lessons"*, JELTAL, Vol.03, April 2021, 2.

[6]AldiBrilianzha. *"A study of think pair share technique to improve speaking skills of eighth grade students in kupang"*. LECTIO 8 Desember 2020, hal. 19.

[7]AldiBrilianzha. "A study of think pair share technique to improve speaking skills of eighth grade students in kupang". LECTIO 8 Desember 2020, hal. 20.

[8]Rahmat J1, AbidinPammu, RiaJubhari, *"the effectiveness of Think-Pair-Share Strategy on Improving Visually Impaired Students Speaking Skill at SLB-A Yapti Makassar"*, ELS Journal, vol. 4 issue 2, 2021, 153.

skills and think of making the student feel more comfortable with that strategy. It is believed that cooperative learning is a highly recommended strategy that could improve speaking skills[9]

A type of speaking means that is reflects in the types of language which is used. By Gate in Nunan suggest that oral interaction can be characterized in terms of routines, which are conventional (and therefore predictable) ways of presenting information which can either focus on information or interaction, while information routines contain frequently recurring types of information structures, being either be expository or evaluative.

Furthermore, Brown states points out types of speaking :

1. Imitative

    Imitative means type of speaking performance is the ability to simply parrot back (imitate) word or phrase or possibly a sentence.

2. Intensive

    Intensive is a second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements: intonations, stretch, rhythm, and juncture).

3. Responsive

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[9] Ibid, 154

Responsive means interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

4. Interactive

Interactive means that the length and complexity of the interaction which sometimes include multiple exchange and/or multiple participants.

5. Extensive

Extensive oral production task include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from the listeners is either highly limited (perhaps to nonverbal responses) or ruled out together. [10]

b. The Elements of Speaking.

In English Language Teaching ELT, the final purpose of teaching learning process is that the students are able to communicate using the Language. [11] Speaking skills are very important for all students who wish learning English for the purpose their provisions.

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[10] *Ilham, Moh. Fauzi Bafadal, "The an Analysis of Students' Speaking Ability on Specific Purpose of Learning" Linguistics and English Language Teaching journal, vol. 07, No. 1, Junie 2019, 34.*
[11] Muljani, TonoSuwartono, The Speaking Competence of EFL students an IndonesaSubrub Vocational School, ELLITE Journal, vol. 05 No. 2, November 2020, 77.

Brown elaborates five components the assessment of speaking skill concerned with content Grammar, vocabulary, pronunciation, and fluency.[12]

1. Grammar

    It is needed for students to arrange a correct sentence in conversation. Students' ability to manipulate structure and to distinguish appropriate grammatical form is necessary to speak English accurately. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2. Vocabulary

    Someone cannot communicative effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. That's why, vocabulary means the appropriate diction which is used in communication.

3. Comprehension

    It means how far students' ability to respond the oral communication. Students should be able to understand whatever the speakers say.

4. Pronunciation

    Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process

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[12] *Ilham, Moh. Fauzi Bafadal, "The an Analysis of Students' Speaking Ability on Specific purpose of Learning" Linguistics and English Language Teaching Journal, vol. 07, No. 1, June 2019, 35.*

that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

5. Fluency.

Fluency can be defined as the ability to speak fluently. Fluency in speaking is theaim of many language learners. Signs of fluency include a reasonably fast speed of speaking only a small number of pauses. Thesis signs indicate that the speaker does not spend a lot of time searching for the language items needed to express the messages.

c. The Function of Speaking

In designing speaking activities is necessary to recognize the differences functions of speaking in human interaction. According to Brown and Yule's framework:

1) Talk as interaction

Our daily communication remains interactional with other people. This refers to what we said as conversation. It is an interactive communication which done spontaneous by two or more person. This activities success if his massages can conveyed to other people. Therefore they must use speaking skill to communicate other people.

2) Talk as Transaction

In Talk as Transaction is one of the function of speaking. Talk as Transaction is more focus on messages that conveyed to other person. The goals of talk as transaction is other person can understand what the messages that conveyed, by clearly and accurately.

3) Talk as Performance

In this case, speaking activities is more focus on monolog better than dialog. Usually this function used to speeches, public talks, retell story etc.

Based on explanation above, the teaching process are different in each function. First, the teachers have to analyze what the focus of the speaking class. Then, the teachers can identify the kind of function of speaking that appropriate strategy.

2. **Teaching Speaking.**

English as a foreign language where the English is not used in the society, the learning needs practice as much possible.

According to Sulaiman, teaching is such a verbal interaction among the teacher and the students in a good learning sequence or atmosphere. [13]

According Sumarsih & Sanjaya, a collaboration system of teaching and learning approaches, including communicative language teaching, Student-centered or active learning, is the most widely-

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[13] Sri Ariski, Tri Rositasari, DwiRaraSaraswaty, The Influence of Think Pair Share Technique (TPS) to Teach Reading Comprehension to the tenth Grade Student, English Community Journal, Vol. 5(1), 2021, 28.

employed in modern classroom settings. [14] The teaching speaking goals is the students can communicate in the target language. It is caused by the communicative competence is the goal of language classroom. It is very important for the students to achieve the communicative competence.

Anuradha et al states that teachers have a big influence in the teaching of speaking in an ESL classroom. Teachers should often ask questions to students in the classroom to drill their speaking abilities and teachers must be fluent and accurate in spoken elements to act as an exemplary for students to acquire from. There are a few principles of teaching speaking skills. The principles include practice speaking from the first class, allows students to repeat the same words or phrases, allows one word answer at the beginning, do not penalized students when they make technical errors, proposes new sentence structure, phrases or words and drill students to use them often, encourage back-chaining or tail-forwarding techniques to help students constructs longer sentences by combining more than ten sentences, promote collaborative learning such as role-play and pair work with supervision, be prepared with material and lesson planning and provide room for mistakes at the early stage. [15]

[14]Phan Minh Huyen, Do Thi My Lan, Using Think Pair Share Strategy to Support Students in Speaking lesoons, JELTAL, Vol. 3, apriel, 2021. 2.

[15] Charinjit Kaur Swaran Singh, Arnita Ramachandran, *"The Use of Think PairShare of Cooperative Learning to Improve Weak Student's Speaking Ability"* International Journal of Psychosocial Rehabilitation, vol. 24, issue 05, 2020, 4011.

Based on Explanation above, communicative goals that should be achieved by the students are not only in formal language in class but also the functional form in real life. Consequently, the teacher should provide the students guidelines to use the language accurately and fluently in the real life.

3. **The Concept of Think-Pair-Share Technique**

a. **The concept of think pair share**

Making study time more enjoyable and productive, one of them is good teachers make learning fun. One of learning application is at school and family circle from little age is language, because language is weighty tools in real life. 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. [16]

There are several strategies of cooperative learning such as: Jigsaw, NHT (Numberal Head Together) group investigation, two stay two stray, make a match and think pair share.

As already mentioned, Think-Pair-Share Strategy was developed by Prof. Frank Lyman in 1981 at university of Maryland. Further developed by Kagan to provide the teacher flexible ways to implement

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

cooperative learning. It has been adopted by many writers in the field of cooperative learning since then. [17]

Think-Pair-Share is one of the technique 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.[18] The benefits of cooperative learning help to students to encourage positive attitudes in learning, to get along with others, and to develop cooperation to help each other.

The think pair share strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these idea with a peer. It means that by using think pair share strategy, student can be seriously, can be active and develop their ability to share their thinking.

These are the main Think Pair Share:

1). There is possibility for the students to work by their own capability and work together with other students.

   a) Optimalizing students participation.

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[17] Sri Ariska, Tri Rositasari. *The Influence of Think-Pair-Share Technique (TPS) to Teach Reading Comprehension to The Tenth Grade Students,* English Community Journal, Vol. 5(1), 2021, 30.

[18] Richard, C Jack and S. Rodgers, Theodores, *Approaches and Methods in Language Teaching,* 2nd ed. (Cambridge: University Press, 2008),p.195

b) Give to students at least eights chances to show their participation to others.

c) Can applied on any subject and level.

Cooperative learning has several components that need taken into account. The components are key to guarantee a favourable outcome of cooperative learning. Kaufman et al., listed six key elements of cooperative learning in the teaching and learning process. [19]

1. Positive Interdependence.

Positive interdependence needs students to work together and be interested in learning. The teacher supports this by providing rewards and continuously increasing the ability to build and maintain relationship with people. In positive interdependence, students are required to depend on one another in order to produce output to complete a task. This refers to students providing help, assistance, encourage and support one another in learning.

2. Social Skills

Social skills are built as students need to rely on their ability to have command and lead their peers, to communicate and interact effectively, to build trust among the group members and to solve conflict to achieve effective and efficient learning in order to complete a task.

3. Face-to face interaction

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[19] Charinjit Kaur Swara Singh, Arnita Rachmachandran, "*The Use of Think Pair Share of Cooperative Learning to Improve Weak Students' Speaking Ability"* International journal of Psychosocial Rehabilitation, Vol. 24, Issu 05, 2020, 4012.

Face to face interaction in classroom provides active learning process. Students are required to explain, argue, elaborate, and link new material to their previous knowledge. This promotes students to actively interact with one another in order to succeed in order to complete a task.

This statement is supported by Schmidt (1989) which stresses on personal interaction that requires person-to-person contact. Certain type of group work does not necessarily require all the members of the group to complete it as it can be done individually. However, some group work needs to be carried out in a two way communication manner with group members which produces exchanges in giving feedback, challenging reasoning and conclusions, and teaching and encouraging one another.

4. Individual Accountability.

Individual accountability requires the responsibility of all the students in a group to play their role in a group work. Each student is given a part to play in an interactional pattern. According to Stenlev , everyone feels acknowledge when they are able to share the knowledge that is useful to others.

5. Group Processing.

In group processing, students are required to set group goals. They evaluate their skills to cooperate and evaluate the approaches taken to improve in order to achieve favourable results and

effectively complete an instructional material as well as to exceed expectations in test. The objective of group processing is to structure and refine the efficacy of achieving group goals.

6. Appropriate Grouping.

Teacher provides support and guidance to students to build and practice trust building, leadership, decision-making, communication, and conflict management skills. Apart from that, each group should consist of students that complements one another trough defferent attributes in order to develop a strong problem solving and social skill among the group members.

Think Pair Share technique is a part of cooperative learning discussion. It is a simple technique, but very useful for teaching and learning process which developed by Frank Lyman of the University of Maryland. The people can practice Think Pair Share technique everyday especially in teaching and learning process. Think Pair Share is a simple but powerful tool that should be used repeatedly and consistently through out day. It means use prompts that require students to analyze the various points of view or the components that areinherent in your standard target. Arrends stated that the Think Pair Share has some steps should be followed by the teacher such as follow :

Step 1 : thinking, the teacher poses a question or an issue associated with the lesson and asks students to spend a minute time

thinking alone about the answer or the issue. Students need to be taught that talking is not part of thinking time.

Step 2 : Pairing, next, the teacher asks students to pair with their friends. Then, discus what they have been thinking about. Interaction during this period can be sharing answer if a question has been posed or sharing ideas if a specific issue was identified. Usually, teacher allows no more than four or five minutes for pairing.

Step 3 : Sharing, in the final step, the teachers asks the pairs to share what they have been talking about with the whole class. It is effective to simply go around the room from pair to pair and continue until about a fourth or half of the pairs have had a chance to report.[20]

Based on quotations above, think pair share is beginning from thinking process, students think earlier toward the question or problem has given by the teacher, get a partner and discuss their answer, then the last is sharing their opinion, they share the result of the discussion with the class.

b. The Benefit of Think Pair Share

One of the teacher suffering with the students communicate in the class, one of the reasons they tend to be shy participants. There's a learning tool can be use to help them thinking independently. They can

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[20]RetnoDwiAgustini, JenikaWidya, "*Think Pair Share Technique to promote Student's Reading comprehension*", JurnalIlmuPendidikan, Vol.12 No. 1, (Juli 2020) , 27.

pair up and discussion with a classmate or in small groups, and share their knowledge with the class.

Some students feel safer and more relaxed when talking in small groups, rather than having to speak in front of the entire class. The think Pair share activity gives the opportunity to feel more comfortable sharing their thoughts. It means to fostering social skills, this strategy can improves student's speaking and listening skills. Some teachers has been found this activity to be particulary useful when he was substituting in the elementary grades.

c. Hints and Management Ideas

1) Assign Partners

To make a group be sure required partners one or more to discussion.

2) Change Partners

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

3) Give think time

Be sure to provide adequate "think time" then let students to raise their hand when they have something to be share

4) Monitor discussion

Teacher walks around and monitors the discussion

5) Timed pair share

The teacher can notice that one person in each pair is monopolizing conversation teacher can switch to timed pair share. Teacher give each partner a certain amount of time to talk.

6) Randomly select students

Teacher can select some of student from one of group

7) Questioning

Think pair share can be used for a single question or a series of question, teacher may use t one time at the beginning of the class.

d. The purpose of Think Pair Share

A previous study conducted by Zaim and Radjab on the use think-pair-share to improve speaking skills proposes that Think-Pair-Share is an effective method to develop a different learning environment in the classroom context. Think Pair Share are divided into three parts which is (1) think, (2) pair, (3) share. During the thinking stage, students are instructed to work independently on the questions posed. Then, they paired up to discuss their ideas with their partner. Lastly, they share the information they have gained with the whole class. [21]

Manurung proposes in her research entitled Using Think-Pair-Share to improve Speaking Achievement of the Second Semester English Study Program of Tridinanti University Palembang that this

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[21]CharanjitKaurSwara Singh, ArnitaRamachandran, *"The Use Of Think Pair Share of Cooperative Learning to Improve Weak Student's Speaking Ability"* International Journal of Psychosocial Rehabilitation, Vol.24, Issu 05, 2020, 4011.

technique is benefical for students as it allows them to organize their thoughts before Speaking. [22]

B. Action Hypothesis

Based on the frame the theories, the writer formulate the hypothesis as follow :

1. Alternative Hypothesis

There is think pair share strategy can improve student's ability at the tenth grader of SMAN 01 Metro.

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[22]*Ibid.,*4011.

CHAPTER III

RESEARCH METHEDOLOGY

A. Research Design

According to cresswell, research design are plans and the procedures for research to get detailed methods of data collection and analysis. In this research the researcher uses Classroom Action research (CAR). Classroom action research is an action research conducted by the teachers in the classroom. for the purpose researcher can try making the new strategy to students can be understanding with the researcher's purpose.

The research be conducted in SMAN 1 Metro that has located on 21 Yosomulyo.

B. Setting of the Research

This research uses classroom action research. Then, it will conduct at the tenth grader of SMAN 1 Metro. It is located at Yosomulyo 21 Metro. This school is choosen by the researcher because the school has good accreditation and the school is where the researcher finished my teaching practice assignment. So researcher hope it will be easy for the researcher to do the research where it is able to be applied.

C. Subject of the Research

The subject of this research was 38 students of tenth grader of SMAN 1 Metro. In the tenth grader students of SMAN 1 Metro, there is 17

male students and 21 female students. Total of students is 38 students in the class. While, the objective of this research is the student's speaking ability. The researcher chooses this class because most of the students were low performance especially in speaking. The kind of this research is Classroom Action Research.

D. Action Plan

This research design of the study is classroom action research. Norton stated that the purpose of action research is to investigate systematically the teaching or learning facilitation with the dual aim modifying practice and contributing to theoretical knowledge.[23]

This classroom action research conducts with the teaching speaking ablility using two kinds of tests, those are pre-test and post-test. Action research is compatible for educators as a practical process since at commonly does not gain elaborate statistical analysis. Action research is more concerned with improvement in the context of study.

1. Cycle 1

a. Planning

The first step in every activity is planning. Planning is the first of this teaching context and must be prepared by the researcher before doing action. Planning is a step to make arrangement for action project

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[23] Lin S. Norton, *Action Research in Teaching & Learning,* (New York: Routledge, 2009),4.

which explains about what, why, when, who, and how the action will be done. [24] Here is the step that the researcher can make in planning:

1).The researcher identifies the problem cause and finds solving.

2).The researcher makes lesson plan.

3).The researcher prepares the material, the method, and the technique of teaching.

4). The researcher prepares format to observe

5). The researcher prepares format to evaluate the student's activity teaching learning process.

b. Action

The second step from classroom action research is action. This step is the realization from the planning that has made by researcher. The planning is just imagination without action. The writer will do the steps in some action:

1). The teacher applies the lesson plan

2).The teacher explains teaching speaking English with small group discussion

3).How the teacher teaches speaking by using Think Pair Share Strategy.

4). The teacher guides the students to speaking English fluently.

c. Observing

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[24]Jack C. Richards, *Reflective Teaching in Second Language Classroom,* (New York, Cambridge University Press, 2007), p. 28

The third step is observing. In observing the teacher must be able to analyze the learning process, the student's activities, the teacher performance, the material and the result of simulation. Observations controlling the result or effect from the action which done for the students. The observation is done teaching learning process. The necessary things in teaching learning process are noted by observer.

b. Reflecting

The last activity is reflecting. Suharsimi Arikunto states that in this step, researcher tries to learn, to see, and to consider the results or effect of the action from some criteria. Reflection is the activities that have purposes to analyze, understand, get conclusion based on observation of part that need correction or perfection part have filled the target. The researcher will know the strength and weakness from action by reflecting. The researcher applies the date for evaluation of making improvement the next cycle. It means that classroom action research is actually helped from process of learning in the class that utilized a systematic planning.

2. Cycle II

a. Planning

This planning, the researcher and the teacher gives the material namely :

1) The researcher identifies the problem and finds the problem solving the first cycle

2) The researcher makes a lesson plan

3) The researcher prepares the material, method, and technique of teaching.

4) The researcher prepares the source of learning.

5) The researcher prepares the format to observe.

6) The researcher prepares the format to evaluate.

b. Acting

The researcher applies the action plan II

c. Observing

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

d. Reflecting

The last step, the researcher compares the score of pre-test and post-test. The researcher reviews and reflects on students' activity and teacher performance whether it is positive or negative. Based on the condition, if the students' speaking score is increase or the indicators of success have been achieved, the cycle will be stop if the students speaking score is not increase, the cycle will be continue to cycle III.

E. Data Collection Technique.

Technique of collecting data in this study consists of four techniques that will be conducted by the researcher to collect data. They completely explain as follows:

1. Observation

    Observation is cited brown, planned procedure for real-time, almost secretly recording of student verbal and nonverbal behavior. One of the objectives of such observation is to measure the students without their consciousness of the observation in order to naturalness of their linguistics performance is maximized. In this case, the researcher will use observation to get the data about students activity and teacher performance during teaching learning process which is observed by observer.

    In addition, the researcher uses observation as data collecting approach to know the think pair share strategy can improve in this class, how the students respond to the strategy and they are be able to improve their speaking skill, and how the strategy is able to help the students in learning speaking skills.

2. Test

    Test is the sequence of questions or statement that is used to measure skill, knowledge, intelligence, ability, that have by individual or group. [25] The test consists of pre-test and post-test. The types of the test are oral test.

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[25]Edi Kusnadi, *MetodePenelitian,* (Metro:STAIN Metro,2008), P. 105

a. Pre-test

The observer gives the pre-test to the students. This step will be done before presenting the special treatment to know how far students' speaking skill.

b. Post-test

The post-test is given in the last meeting after doing treatments, and to find out whether the treatments give any contribution to the students achievement in the class or not. The improvement can be seen if the average score of the post-test is higher than post-test. To know the students speaking skill the researcher uses oral test. One of the students answer question based on researcher questions.

3. Documentation

Documentation is data collection method by investigating object written such as book, magazine, document, note and others.[26] The researcher uses this method to get the data about history of the school, the total of teachers, official employed and students at SMAN 1 Metro.

4. Field notes

Field notes is various observations on aspects of learning in the classroom, the classroom atmosphere, classroom management

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[26]*Ibid, P.119*

teacher interaction with students, student interaction with students and some other aspects.

F. Data Analysis Technique

Analyzing the data will be organized step of the pre-test and post-test. This step is to know comparison between pre-test and post-test by conducting the test.

The formula to get the average of pre-test and post-test as follow:

$$\overline{X} = \frac{\sum x}{N}$$

$\overline{X}$ = Mean

$\sum x$ = total of scores

N = total of subject[27]

G. Indicator of Success

To know the gain of data, the researcher will analyze the result of test by taking the average score of pre-test and post-test. Furthermore, the result must reach the minimum standard of listening ability in this class at least 75. If the mean of post-test has fulfilled at least 75, and 75, and 70% of the students has been passed, the researcher will not continue to the next cycle. There will be two minimum cycles in this classroom action research.

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[27]BurhanNurgiyanto, GunawandanMarzuki, *StatistikTerapanuntukPenelitianIlmu-IlmuSosial,* (Yogyakarta:GajahMada University Press, 2004),P.64

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. The Description of SMAN 1 Metro

This research was conducted at SMAN Metro, which is located on Jendral AH Nasution street No. 222, Yosodadi, Metro Timur, Lampung. The vision of this school is religious, gratefully, good achievement, good attitude and has a great national personality and integrity. This school mission include : critical thinking and creative and can take responsibility.

2. The Condition of Teacher and Official Employers in SMAN 01 Metro

The condition of teacher and official employers in SMAN 01 Metro can be seen in the chart bellow :

Figure 1.
The Condition of Teachers and Official Employers
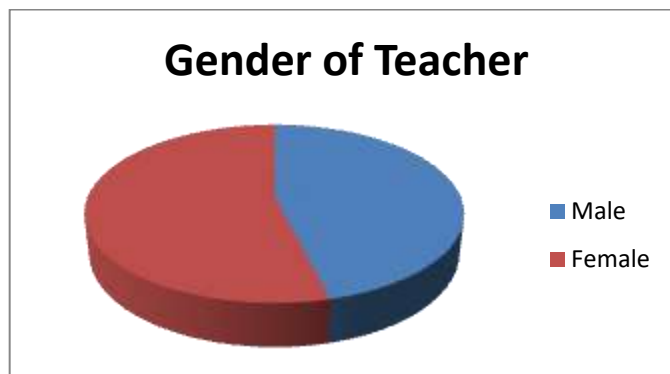
Figure 2.
The Gender of Teachers and Official Employers

Based on figure 1 and 2, above it could be seen that there are 89 teachers and official employers in SMAN 1 Metro. There were 41 male and 48 female.

3. Total of the Students at SMAN 1 Metro

Total of the students at SMAN 1 Metro could be seen in the chart below :
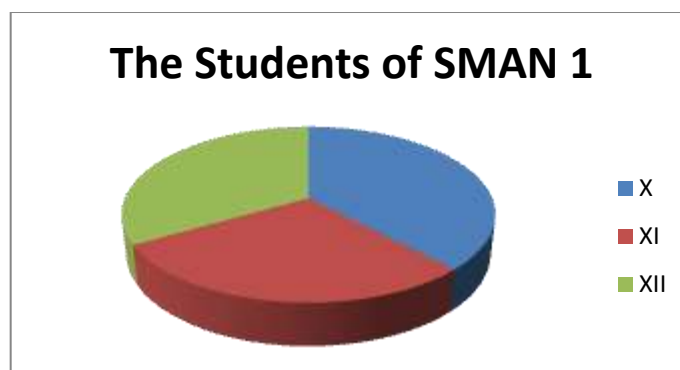
Figure 3

Total of the students at SMAN 1 Metro

Based on the figure 3 above, it can be seen that there are 684 students. It devided into some classes. In class X there are 246 students, in class XI there are 186 students, and in class XII there are 216 students.

B. Description of the Research

This research used classroom action research. The purpose of this research was to know how to far using think pair share strategy on speaking ability at the tenth grader of SMAN 1 Metro. The researcher was conducted in two cycles where the researcher did pre-test before the treatment. The researcher used think pair share strategy on speaking ability.

1. Pre-Test

The learning was conducted on January 05 2023. The researcher greeted the students and the students answered the greeting together. The researcher told the students that the researcher would conduct the research in their ability of speaking before doing the action of classroom action research.

The pre-test was administered to the students to be finished individually. The first students make some group that consist minimal 4 students and max. 7 students. The kind of the test is discuss about meaning complimenting others with the group has depend and let make some conversation about it. Some students were enjoyed with the group and others looked so worry. The score of student's speaking ability in pre-test, as follow :

Table 2.

The Student's Score Speaking in Pre-test

No.	Name	Score					Total
		Comprehension	Grammar	Vocabulary	Pronounciation	Fluency	
1.	AJS	70	60	50	70	80	66
2.	ARA	40	50	40	60	60	50
3.	ABM	60	40	50	60	50	52
4.	ADP	30	50	50	70	50	50
5.	AP	40	60	50	60	50	52
6.	ASM	50	50	40	80	70	58
7.	AAR	40	60	40	70	60	54
8.	AR	60	70	60	80	60	66
9.	ARY	70	60	50	70	60	62
10.	APAA	60	50	50	60	60	56
11.	BN	70	50	60	70	50	60
12.	BR	80	60	70	60	70	68
13.	BAP	70	70	80	60	80	72
14.	C	40	60	40	60	60	52
15.	CJS	60	60	40	50	60	54
16.	DAPM	50	50	40	50	50	48
17.	DAPM	70	50	50	50	50	54
18.	EFD	70	50	80	60	80	68
19.	EFD	60	60	60	60	60	60
20.	GAA	60	60	60	60	60	60
21.	JA	60	60	50	60	60	58

22.	MW	80	80	70	60	70	72
23.	MKAZ	60	70	50	60	70	62
24.	MWP	70	50	40	50	60	54
25.	MZ	50	50	50	50	50	50
26.	MRM	80	70	60	80	60	70
27.	MAN	40	50	50	50	50	48
28.	MFR	40	60	40	50	50	48
29.	NA	70	70	80	60	60	68
30.	PS	50	80	50	60	60	60
31.	PAOF	70	60	60	70	80	68
32.	RA	60	50	60	60	60	58
33.	RW	60	50	60	60	50	56
34.	RCB	60	60	50	60	50	56
35.	WDTA	70	70	80	60	70	70
36.	YPA	50	60	40	50	50	50
37.	YAP	60	60	40	50	60	54
38.	YRP	60	60	40	60	60	56
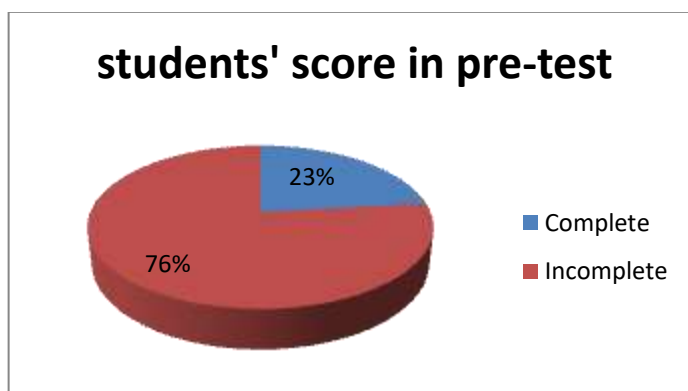
Figure 4.

The Frequency of the student's Score in Pre-Test

Based on Figure 4.4 of the pre-test above, it can be concluded that student's speaking comprehension is low. The result showed 39 students (76%) incomplete to achieve the minimum mastery of criteria (MMC). There were only 9 students (23%) who gained score 65 or above. The highest score in pre-test was 72 and lowest score was 48.

Furthermore, this condition is in accordance with the background of the problem in chapter I that students need the right method to increase their speaking ability.

a). Cycle I

1). Planning

In the cycle the researcher and the teacher as collaborator Hirni, S.Pd. made and discussed about the lesson plan. After the researcher and the teacher found the problems in the classroom they made a lesson plan. In the planning stage, it was opened by praying, greeting, checking attendance list.

Based on the result of pre-test score, the researcher has identified and found the problems after taking the students "pre-test score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the English subject lesson plan, the materials, the oral test, observation sheet that contains about list of students" names and activity, and evaluation for the second meeting.

2). Acting

a) The first Meeting

The first meeting was conducted on January 14 2023 and followed by 38 students. The meeting started by praying, greeting, and checking attendance list.

To know the ability of the students before giving an action, in the first meeting all of the students were given a pre test that must be done individually. The type of this test is discussion meaning of complimenting with the group has depend.

b). The second Meeting

The second meeting was conducted on January 19 2023 and followed by 38 students. The meeting started by praying, greeting, checking attendance list, and asking the students condition.

In this stage, the researcher asking the students to make some conversation about complimenting with group has given. And they can practice their conversation has discuss with their groups. And then the researcher asking one of them about meaning of the complimenting. The result of the students score in post test 1 could be seen on the table bellow:

Table 3

The Students' score in Post-Test 1

No.	Name	Score					Total
		Comprehension	Grammar	Vocabulary	Pronounciation	Fluency	
1.	AJS	60	70	60	70	70	66
2.	ARA	45	50	60	65	60	56
3.	ABM	40	60	50	50	50	50
4.	ADP	60	45	60	70	60	59
5.	AP	50	60	50	60	60	56
6.	ASM	50	55	50	80	70	61
7.	AAR	60	60	50	70	60	60
8.	AR	70	70	65	80	60	69
9.	ARY	70	60	60	70	60	64
10.	APAA	60	70	50	60	70	62
11.	BN	50	50	60	70	70	60

12.	BR	70	60	80	60	80	70
13.	BAP	80	70	65	60	80	71
14.	C	65	70	50	60	60	61
15.	CJS	60	60	50	50	60	56
16.	DAPM	65	50	60	50	60	57
17.	DAPM	75	50	65	50	70	62
18.	EFD	70	50	80	75	80	71
19.	EFD	65	60	75	60	70	66
20.	GAA	70	60	65	60	70	65
21.	JA	50	60	50	60	65	57
22.	MW	80	80	75	60	70	73
23.	MKAZ	75	70	50	65	70	66
24.	MWP	65	50	65	50	60	58
25.	MZ	50	65	50	50	70	57
26.	MRM	70	70	60	80	80	72
27.	MAN	50	50	45	50	65	52

28.	MFR	50	60	45	40	50	49
29.	NA	60	70	80	70	70	70
30.	PS	75	80	50	65	60	66
31.	PAOF	65	60	65	70	80	68
32.	RA	70	50	60	65	60	61
33.	RW	70	50	60	60	60	60
34.	RCB	65	70	50	60	60	61
35.	WDTA	80	70	80	60	60	70
36.	YPA	60	60	40	70	65	59
37.	YAP	65	60	55	50	60	58
38.	YRP	65	55	40	60	70	58
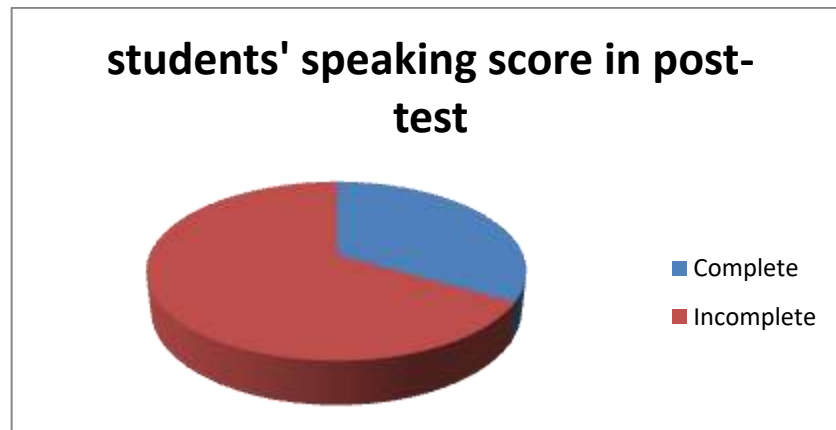
Figure 5.

The frequency of the students' Score in Post Test 1.

The result of the post test 1 showed that there were 26 students incomplete to achieve the minimum standard of mastery (MMC). There were 13 students who gained score 65 or above. But the researcher has seen the students were better than pre test. The highest score in post-test 1 was 73 and the lowest score was 52.

The number of students who passed still far from the indicator of success where 45% of students should get score more then 65. Therefore, the researcher had to do cycle 2.

3). **Observing**

In learning process, there were three measurement used and mentioned to know the students' activity. Every student who had active in learning. It can be seen in this table bellow:

Table 4

The Result of The Students' Learning Activities in

Cycle 1.

No.	Students' Code	Frequency	Precentage
1.	The students are able to understand the meaning of complementing others from discussion with their group	20	76%
2.	The students are able to understand the meaning and detail of information contained in the conversation has given by the teacher	15	39%
3.	The students are able to make conclusion about complementing	15	39%
4.	The students are able to make some conversation about complimenting	38	100%
	Total Students	38	

Based on the table, there were 20 students (76%) the students are able to understand the meaning of complementing

from discussion with their group, 15 students (39%) The students are able to understand the meaning and detail of information contained in the conversation has given by the teacher, 15 students (39%) The students are able to make conclusion about complimenting, 38 students (100%) The students are able to make some conversation about complementing. Following the teacher instruction about think pair share strategy.

4). Reflecting

In this step, the researcher concluded that cycle 1 did notrun well become most of the students did not achieve the minimum mastery criteria (MMC). It could be seen from the result pre-test and post-test 1 score. However, most of the students score had improved.

From the result of observation in cycle I, there were some problems that found, as follows:

a. some students difficulties to express their ideas

b. some students low of vocabulary

Based on the result of reflection in cycle I, there were problem to be revised in cycle II, such as:

a. The researcher gave motivation to the students in order to study harder and made the learning process more attractive.

b. The researcher gave some motivation to always trying apply speaking English with their friends and always upgrade students' vocabulary every day.

b). Cycle 2.

1. The action in the cycle 1 was not success enough, the cycle must be continued to cycle 2 was used to repair the weakness in the cycle 1. The steps of the cycle 2 as follows:

a. Planning

Based on the activities in the cycle 1, the process at cycle 2 was focused on the problem on cycle I, there were many weakness on cycle I. Therefore, the researcher and the collaborator planned to give material for students' speaking skill about congratulating expression.

The researcher and the collaborator prepared the lesson plan, and the materials.

b. Acting

1). The First Meeting

The first meeting was conducted on January 16 2023 and followed by 38 students. The meeting started by praying, greeting, and checking attendance list. In this stage, the

learning process in cycle 2 focused on weakness in cycle 1. The researcher found that the problem that controlled students was don't know how to express their ideas. Researchers explain some expression about congratulating other.

2). The second Meeting

The second meeting was conducted on January 16 2023 and followed by 38 students. The meeting started by praying, greeting, checking attendance list, and asking students' condition. This meeting used to post-test 2 in the end of cycle 2. In this stage, the researcher continued the material in the last meeting and gives students some expression of congratulating, and the students make a conversation about congratulating with the group has given in cycle I. the result of students' score in post-test 2 could be seen on the table follow:

Table 5

The Students' Speaking Score in Post-Test II

No.	Name	Score					Total
		Comprehension	Grammar	Vocabulary	Pronounciation	Fluency	
1.	AJS	85	70	60	80	70	73
2.	ARA	60	70	70	65	70	67
3.	ABM	70	60	70	85	75	72
4.	ADP	70	60	60	70	80	68
5.	AP	60	60	60	70	80	66
6.	ASM	70	55	60	80	70	67
7.	AAR	70	60	80	70	60	68
8.	AR	70	70	70	80	60	70
9.	ARY	70	60	60	70	70	66
10.	APAA	60	70	60	60	70	64
11.	BN	50	50	60	70	70	60
12.	BR	70	60	80	70	80	72
13.	BAP	80	70	70	60	80	72
14.	C	65	70	70	60	60	65
15.	CJS	60	65	50	50	70	59
16.	DAPM	65	70	60	65	65	65
17.	DAPM	75	50	65	50	70	62

18.	EFD	70	65	80	75	80	74
19.	EFD	65	75	75	60	70	69
20.	GAA	75	60	75	60	70	68
21.	JA	65	60	65	60	65	63
22.	MW	80	80	80	60	75	75
23.	MKAZ	75	70	65	65	70	69
24.	MWP	65	60	65	50	65	61
25.	MZ	70	65	65	60	70	66
26.	MRM	80	70	70	80	80	76
27.	MAN	65	50	80	50	80	65
28.	MFR	70	60	65	50	50	59
29.	NA	80	70	80	75	70	75
30.	PS	75	80	65	65	60	69
31.	PAOF	80	70	70	70	80	74
32.	RA	75	65	60	80	75	71
33.	RW	85	50	60	80	70	69
34.	RCB	70	70	60	60	60	64
35.	WDTA	80	70	80	70	75	75
36.	YPA	65	65	50	70	65	63
37.	YAP	70	60	70	50	80	66
38.	YRP	80	65	75	80	75	75
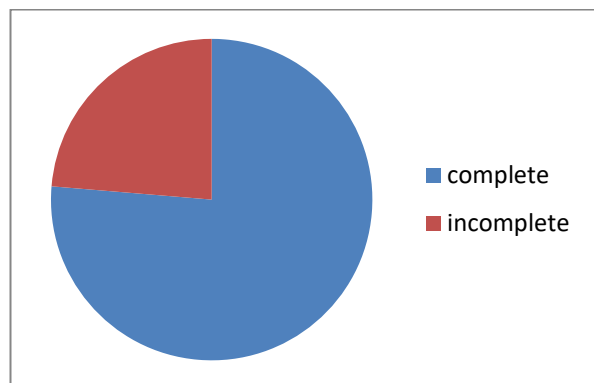
Figure 6.

The Frequency of the Students' Score in Post Test 2.

The result of the post-test 2 showed that there were 29 students (73%) complete to achieve the minimum standard of mastery (MMC). There were only 9 students (27%) did not complete the minimum standard of mastery (MMC) who gained score 65 above. The highest score in post-test 2 was 75 and the lowest score was 59.

The numbers of students who passed was 29 or 73%. It reached the indicator success were 70% the students could get the score ≥70. It means that think pair share strategy can use on speaking ability.

3). Observing

The observing is done by the researcher that is presented about two meetings in cycle 2. In this stage, the students be better on their speaking ability and their can making the learners more happy. In can be seen in this table below:

Table 6.

The Result of The Students' Learning Activities in Cycle 2

No.	Students' Code	Frequency	Percentage
1.	The Students are able to understand the meaning of congratulating from discussion with their group	34	89%
2.	The students are able to understand the meaning and detail of information contained in the conversation has given by the teacher	32	84%
3.	The students are able to make conclusion about congratulating other	18	47%
4.	The students are able to make some conversation about congratulating others.	38	100%
	Total Students	38	

Based on the table, there were 34 students (89%) The students are able to understand the meaning of congratulating from discussion with their group, 32 students (84%) The students are able to understand the meaning and detail of information contained in the

conversation has given by the teacher, 18 students (47%) The students are able to make conclusion about congratulating other, 38 students (100%) The students are able to make conversation about congratulating others.

C. Discussion of The Research

1. Discussion

a. cycle I

in this research, a researcher given the students pre-test individually for the purpose to investigate the students' speaking ability before giving treatment. In the pre-test, there were 9 students who get minimum score and 29 students who failed the pre-test. Furthermore, the lowest score in pre-test was 48 and the highest score was 69.

After did the pre-test, the researcher gave the treatment to the students in cycle I, This treatment is done by making some conversation about complementing and then one of them can explain the meaning about complimenting in the next meeting and the post-test named post-test I, Afterwards, by analyzing the result of the post-test I, the researcher concluded that there were 13 students passed the post-test I, the lowest score was 52, the highest score was 73.

From the result of students' score in pre-test and post-test I, there was an improvement from the students' achievement, cycle I was not successful yet because only 13 students who passed in post-test I, it means that in cycle I, the students' achievement could useful enough but it was not successful because the indicator of successful was not reached yet.

b. Cycle II

After analyzing the students' score in the post-test of cycle I, the researcher had to conduct the next cycle because only 13 students passed the test and got the score 65. In the next cycle, the researcher gave the treatment then post0test II, Furthermore, the researcher analyzied the result of pos-test II and inferred that there were 29 students (73%) passed the test because they got score 65. In this post-test, the lowest score 59, the highest score was 75, and the average score was 68.

2. Interpretations and Learning Result at Cycle I and II

From the research it can be seen that the Think Pair Share Strategy can using to improve Speaking Ability. The students understood the material and they were very enthusiast in the following in the lesson from cycle I until cycle II. The strategy can be apply in speaking ability. It can be seen from their average score 58 in pre-test became 62 in post-test 1, and it increase in post-test 2 became 68. It

means that the students canachieve the target, the target 70% students

gain score 65 or more.

Table 7

The Result of Pre-test, Post-test I, Post-test II

No.	Name	Pre-Test	Post-Test I	Post-test II
1.	A.J.S.	66	66	73
2.	A.R.A.	50	56	67
3.	A.B.M.	52	50	72
4.	A.D.P.	50	59	68
5.	A.P.	52	56	66
6.	A.S.M.	58	61	67
7.	A.A.R.	54	60	68
8.	A.R.	66	69	70
9.	A.R.Y.	62	64	66
10.	A.P.A.A.	56	62	64
11.	B.N.	60	60	60
12.	B.R.	68	70	72
13.	B.A.P.	72	71	72
14.	C.	52	61	65
15.	C.J.S	54	56	59
16.	D.A.P.M.	48	57	65
17.	D.A.P.M.	54	62	62
18.	E.F.D.	68	71	74
19.	F.R.M.	60	66	69
20.	G.A.A.	60	65	68
21.	J.A.	58	57	63
22.	M.W.	72	73	75
23.	M.K.A.Z.	62	66	69
24.	M.W.P.	54	58	61
25.	M.Z.	50	57	66
26.	M.R.M.	70	72	76
27.	M.A.N.	48	52	65
28.	M.F.R.	48	49	59
29.	N.A.	68	70	75
30.	P.S.	60	66	69

31.	P.A.O.F.	68	68	74
32.	R.A.	58	61	71
33.	R.W.	56	60	69
34.	R.C.B.	56	61	64
35.	W.D.T.A.	70	70	75
36.	Y.P.A.	50	59	63
37.	Y.A.P.	54	58	66
38.	Y.R.P.	56	58	75

Furthermore, the increasing score each cycle can be seen in the graph below:
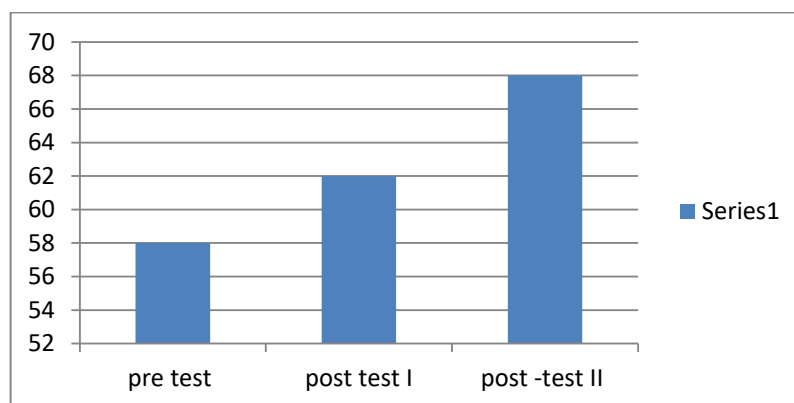
Figure

The result of pre-test, post-test I and Post-test II

Based on the above graph, it can be inferred that using strategy can be apply on speaking ability. It is supported by increasing score of the students from pre-test to post-test I and from post-test I to post-test II.

The result showed in cycle 1 the students' score also increase from the average in pre-test 58 and the average in post-test I

62, then, in cycle II the students' score also increase from the average in post-test II 68. It is fulfill the completeness standard that 70% of the students in class get score at least 65.

3. The result of The Students' Observation Sheet.

This observation sheet is gotten when the learning process happened by the researcher. The result of the students' learning activity can be seen in this table is follow:

Table 8.

The result of the students' participation

No.	Students' Activities	Cycle I	Cycle II	Increasing
1.	The students are able to understand the meaning of complimenting and congratulating others from discussion with their group	76%	89%	13%
2.	The students are able to understand the meaning and detail of information contained in the conversation has given by the teacher	39%	84%	45%
3.	The students are able to make conclusion about complementing	39%	47%	6%

	and congratulating other			
4.	The students are able to make some conversation about complementing and congratulating others	100%	100%	0%
	Average	65%	78%	16%

Based on the table above, it can be concluded that there was an increasing of the students learning activity during study time came trough Think-Pair-Share strategy can be using on speaking ability. It can look on the result of observation sheet when cycle 1 that is 65%, in addition, the result of observation sheet when cycle 2 that is 78%. This means that think pair share strategy can be apply to speaking ability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the using think pair share strategy at speaking ability. It could be concluded that there was significant useful of the students' ability by think pair share strategy at the tenth grader of SMAN 1 Metro. Therefore, this strategy could be used as interesting strategy teaching learning process. The students are involved in teaching learning process since the course material. The conclusion of the successful use of think pair share strategy on speaking ability is supported by using in student score in each meeting.

The result of the pre-test 1 showed 39 students (76%) incomplete to achieve the minimum mastery of criteria (MMC). There were only 9 students (23%) who gained score 65 or above. The highest score in pre-test was 72 And lowest score is 48 The average score of students on the pre-test was 58 then the results improve in the post-test 1, the result showed that there were 26 students incomplete to achieve the minimum standard of mastery (MMC). There were 13 students who gained score 65 or above. The highest score in post-test 1 was 73 And the lowest score was 52 the average score of students on the post-test 1 was 60. Even though there was an increase in the pre-test to the post-test, it had not yet reached the success indicator that is 70% of students scored 65 or more. Therefore held of post-test 2 and the

result of post-test 2 are showed that there were 29 students complete to achieve the minimum standard of mastery (MMC). There were only 9 students did not complete the minimum standard of mastery (MMC) who gained score 65 or above. The highest score in post test 2 was 75 and the lowest score was 59 . The average score of students on the post test 1 was 67. it means that the result of cycle II has already reached the indicator that 70% students get score 65% or more. Think-pair-share strategy can used teacher especial develop aspect that is needed in teaching learning process. It is clear that think-pair-share can be used to learned speaking ability.

B. Suggestion

Referring to the data in the previous chapter and the conclusion, some suggestion are recommended:

1. it is suggested that English teacher to use think-pair-share strategy as new strategy because this strategy is effective to speaking ability.
2. the English teacher suggested the students to applied their speaking ability with their friends.
3. the last, teacher is expected to give motivated to the students in order to be exited in English learning since many students regard that English is difficult subject to learn. They are the students who feel that they could not do the work the work which is given by teacher. The students' opinion that learning English is difficult. Therefore teacher should motivate them in order to be exited in English learning.

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APPENDIXES

Appendixs 1.

RENCANA PELAKSANAAN PEMBELAJARAN
Cycle 1 (Pre-Test 1 and Post-Test 1)

Sekolah : **SMAN 1 Metro**

Mata Pelajaran : **Bahasa Inggris (Speaking)**

Kelas : **XI**

Alokasi Waktu : **1 x 60 menit (1x pertemuan)**

Topik Pembelajaran : **Complimenting Others**

A. Standar Kompetensi

Mendengarkan

Memahami beberapa contoh complimenting others.

B. KompetensiDasar

Memahami beberapa contoh complimenting others.

C. IndikatorPencapaianKompetensi

1. Siswa mampu menemukan makna complimenting others.
2. Siswa mampu mengimplementasikan complimenting conversation

D. TujuanPembelajaran

1. Merespon complimenting menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan tujuan dan konteks penggunaan.
2. Siswa dapat mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan

E. MateriPokok

- **Pengertian complimenting**

Compliment adalah ungkapan pujian yang diberikan oleh seseorang kepada seseorang lainnya untuk mengapresiasikan suatu hal.Berikut expression of compliment:

1. **What a nice dress!**
2. **You look great**
3. **I think your hair is very nice.**
4. **I would like compliment you on ….**
5. **Pretty good.**

F. MetodePembelajaran

Tes oral

G. Media/alat/bahan/sumber

Alat   :-

Bahan   :-

Sumber   :Buku bahasa inggris kelas X

H. AktifitasPembelajaran

Pembukaan

1. Guru memberi salam kepada siswa
2. Berdoa
3. Guru mengecek absensi kehadiran siswa
4. Guru memberikan pemanasan/rangsangan kepada siswa tentang topik yang akan diajarkan

Proses Pembelajaran

1. Guru memberikan beberapa ungkapan congratulating
2. Guru membagi siswa menjadi beberapa kelompok
3. Guru memberikan waktu siswa untuk berdiskusi selama 30 menit
4. Salah satu dari kelompok dapat menjelaskan hasil diskusi didepan kelas
5. Siswa di berikan waktu selama 30 menit untuk membuat percakapan tentang ungkapan congratulating bersama kelompok yang telahditentukan
6. Kelompok yang telah siap untuk mempresentasikan hasil diskusi diminta untuk mempresentasikan hasil diskusinya .

Penutupan

1. Guru memberikan kesimpulan terkait dengan materi congratulating other
2. Guru memberikan kesempatan kepadasiswa bertanya tentang materi terkait
3. Guru menutup pembelajaran di kelas

I. Penilaian

- Sikap

  Observasi Guru mengobservasi dan mencatat perilaku siswa yang mencakup sikap dan keterampilannya.

- Pengetahuan

  Penyebutan fungsi social complimenting other, menemukan informasi rinci di dalam ungkapan complimenting.

- Keterampilan

  Keterampilan menangkap makna dari complimenting other serta mengimplementasikan bersama kelompok.

APPENDIXES 2.

PRE-TEST 1

1. Mendiskusikan makna dari complimenting bersama kelompok yang telah ditentukan
2. Buatlah sebuah percakapan tentang complimenting bersama kelompok yang telah ditentukan

APPENDIXES 3.

POST-TEST 1

1. Memperaktikkan hasil percakapan complimenting yang telah di diskusikan bersama teman kelompok

APPENDIXES 4.

POST-TEST 2

Kelompok :

1. Memperaktikkan hasil percakapan complimenting yang telah di diskusikan bersama teman kelompok

APPENDIXES 5.

No.	Student's Code	Frequency	Precentage
1.	The student are able to understand the meaning of complimenting and congratulating others from discussion with their group		
2.	The students are able to		

	understand the meaning and detail of information contained in the conversation has given by the teacher		
3.	The students are able to make conclusion about complementing and congratulating other.		
4.	The students are able to make some conversation about complementing and congratulating others.		
	Total Students		

APPENDIXES 6.

DOCUMENTATION SHEET

No.	Document Point	Availability
1.	A Profil of SMAN 1 Metro	
2.	The Total of Students of SMAN 1 Metro	
3.	The Organization Structure of SMAN 1 Metro	
4.	The Location Sketch of SMAN 1 Metro	
5.	The Documentation of students in speaking mastery test of SMAN 1 Metro	

*Note:

-(v) Tick for each positive availability.

APPENDIXES 7.

FIELD NOTE

Cycle		Students' Attitude
Cycle I	First Meeting	• Most of the students were still confuse in following the lesson. • There were some students were not ready with the new method. • Most of the students got difficulties in doing the task. • There were some students were not active during teaching learning.
	Second Meeting	• The students began interest in following the lesson. • Some students enjoy with the new method. • Some students could do the task easily. • Some students active in asking and answering the question during teaching and learning process. • There are some students were shocked with the post-test.
Cycle II	First Meeting	• Most of the students were interested in following the lesson. • The students enjoyed with the new method. • Some students could do the task easily. • Most of the student's active in asking and answering the question during teaching and learning process.
	Second Meeting	• Most of the students were interested in following the lesson. • The students enjoyed with the new method. • Some students could do the task easily. • Most of the student's active in asking and answering the question during teaching and learning process. • The students were not shocked with the post-test.

No. _____

Date . .

Kelompok 1

Nama : - Agung pasuru caputra
- Ahmad Rizky A
- Ahmad BM
- Andi D P
- Anggraini putri
- Anggun SM

Ally : Congratulations, Andrew!

Andrew : for what?

Ally : You are in first place in our school's musical competition !

Andrew : Really? Oh, thank God!

Ally : Wait, you don't know about this?

Andrew : I haven't checked the announcement board yet.

Ally : Well, I am so proud of you. Your parents will be proud too I believe.

Andrew : Thank you Ally.

Ally : Next year, you should try to win Indonesian Idol.

Andrew : Well, let us see.

Kelompok II

Nama : - Amanda A.R
        - Anisa R
        - Annisa R.Y.
        - Arisa .P.A.A.
        - Bagus M
        - Bahtiar R.

Brian : Happy birthday, Bianca my love. may a happy return.

Bianca : Thank you, honey. you are the very first one who Congratulates me today.

Brian : Of course I am, I'm the only one who lives with you under the same roof. Here I got you a little present. I hope you"ll love what I've made.

Bianca : oh, thank you very much. what is this?

Brian : unwrap it yourself and you"ll see what's inside.

Bianca : okay. oh God, this is beautiful, Brian! I can't believe this comes from your hands.

Brian : me too. Come, let me put it on you.

Kelompok III

Nama : - Bayu A.P
        - Cahyono
        - Chyndy J.S
        - Diah A.P.M.
        - Dwi A.P.M.
        - Eva F.D.

Rita : What a gorgeous wedding Clara! You both are so gorgeous as well. Hope nothing can take you from each other!

Clara : Oh thank you, Rita! Hop your boyfriend Propose to you tonight and you'll also have a beautiful wedding.

Rita : Well, I would be the happies girl. When it happens.

Clara : Where Is him by the way?

Rita : Thanks to your amazing wedding organizer, he love to stay close to the dessert table.

Rita : Oh thi could't be happening. Get him now, we'll take some picture together firts.

Kelompok IV.

Nama : - Esa f. D
- Galang A.A
- Jean. A
- Maulana. W
- Maulinda K. 4. 2
- Muhammad. w.p

Debora : Hey Dan! Congratulations for your New
Castle, it looks much more amazing then
the old one!

Daniel : thanks, deb! lets come inside and Get
Something to eat.

Debora : ow. Since when do you cook for your
guests?

Daniel : what? NO, I will never do that. this house
Comes with a lady in eat it. Here, meet
My woman, delila

Debora : Oh wow! the house is not the only amazing
thing Here. where did you find this beautiful
lady, dan?

Daniel : she was the owner of this house. I bought
the house and proposed to her at once.
Killng too for birds with one Stone, Huh?

Debora : of course you did?

Kelompok 5.

Nama : Muhammad zam·zam.
Michael R·M·
Myra A·N·
Muhammad f·R.
Naufal A.

Erick : Surprise! Congratulations on passing the university alive, Emerald!

Emerald : Oh! Thankyou so much Erick! I thought you are busy with your new project. I can't believe you prepared all of this just for me?

Erick : What are you talking about? This is one of your biggest days. You desserve the prevelage and I want to be with you in all your special moments.

Emerald : That is super sweet. You perfect my day.

Erick : Hope you get your dream job and beautiful career, em.

Emerald : Thanks a bunch. I am hoping for just the same.

Kelompok 6

Putri setawati
PRima
Rachel
Ricki
Rizky

fabiola : Someone is getting super busy very soon ~~Sun~~ soon ! congratulation on getting your very first job, zio !

fabrizio : Thanks, ola. I could'nt believe I got hired by this company. thanks for your recomendation

fabiola : oh no. they found the still they have been looking for on you. Pure talent, they said.

fabrizio : ah thanks. that's nice

fabiola : but that's true. I didn't even mention your name to my boss. be hired you because of your potential and talent !

fabrizio : Really ? well thank god then

kelompok VII

Name : Widya DTA
Yohana P.A.
Yudha . A.P
Yuwandhira R.P.

Gerald : Congratulations my one and only sister!
I still can't believe my little birdies
is mommy now!

Gloria : Yeah, me too. bro. I have no idea
how to became a good mom.

Gerald : You'll the best mom ever. I could
see it since my son stopped crying
when you held him.

Gloria : That was something called coincidence.

Gerald : But you will still be the greatest
mommy for my niece. I know it.

Gloria : Thanks, Garry. Hope your wish
comes true.

Kelompok 5

Tiara	: Whose kebaya is this?
Dena	: It's mine. I'll wear it at my graduation party
Tiara	: It's a nice kebaya!
Dena	: Really? Thanks. My mother bought it for me.
Tiara	: Yeah, It's nice.
Dena	: I tried to wear it yesterday and I took a picture. Do you want to see it?
Tiara	: Sure!
Dena	: Here
Tiara	: Wow, it looks good on you! It makes you prettier.
Dena	: That's very kind of you.

Kelompok II

Miss lee : Hi Aurel, how are you?

Aurel : I'm good, miss. thank you for asking.

Miss lee : Hey, is there Something different from you today?

Aurel : is it? I don't know.

Miss lee : Yes, you cut your hair. I love it. So beautiful!

Aurel : thank you, miss. you really give your attention.

Miss lee : Hey, I love to do that. C'mon, les's go to class.

Kelompok III

Ati : Hai Jar. I watch your posting on facebook today.

Jardin : which one

Ati : I guess your breakfast. Because you typed it as your breakie.

Jardin : oh that's biscuit cereal mango

Ati : Yup. you know what, every food photo you did is awesome!

Jardin : Haha, really?

Ati : Yeah, it is always looks good. Make one hungry all the time I see your food photo.

Jardin : Haha, thank's ati.

Kelompok IV

Jacq : Oops, I am Not Ready for this permomance

Anna : Why not? You look good today. Anyway,
I love your sweater too.

Jacq : thanks anna

Anna : Your welcome. It's just so beautiful for
you. You look so fashionable with it.

Jacq : Realy? omaigat oh my god, thats the
complement words I need Now

Anna : Hahaha why? are you Nervous

Jacq : Yes with with its this costume I feel the
audience will mocking me.

Anna : Hey You know, the audience will not pay
too much attention for it. they will wait
for your Perpormance. How You live the
character is more important then Your
Custome. You are a good artist. Your
Performance its your stranger strength.
Remember that okay?

Jacq : Awww, anna, let me give you a hug.
thank you so so much. love you!
See you on the back stage.

anna : See ya

Kelompok 5:

Mary : Hi, Jhon. That was a fantastic presentation.

John : Thankyou. Mary, I'm glad you enjoyed it.

Mary : I really did. You did a great job of keeping everyone's attention.

John : Thanks. I tried to make it interactive so that people would stay engaged.

Mary : It worked. I think you're a natural at public speaking.

John : Thankyou. I enjoy it, so I guess that comes across.

Mary : Well, you're definetely good at it.

Kelompok 6.

Sara   : this meal was delicious. You're agreed
           Cook.
Mike   : thank's Sara, I'm glad you like the
Sara   : I love it You should open a Restaurant
Mike   : Ha, I don't think so. but I'm too glad
           You like the food
Sara   : I do you have a real talent for
           Cooking
Mike   : thanks. I learned from the best my
           Mom is an amazing Cook
Sara   : Well, she th taught You well this is
           great food.

Kelompok VII

Yohana : You look really nice today.
Yuwandira : Thankyou. I just got this outfit the other day
Yohana : Really, where did you get it?
Yuwandhira : I got it from Macy's
Yohana : It's really nice.
Yuwandhira : Thanks again. You look nice today, too
Yohana : Thankyou. I just got these shoes today.
Yuwandhira : Really? what kind of shoes are they?
Yohana : These are called all star chuck Taylors.
Yuwandhira : I really like those. How much did they cost?
Yohana : They were about forty dollars.
Yuwandhira : I think I'm going to go buy my self a pair

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Nomor : B-5780/In.28.1/J/TL.00/12/2022
Lampiran : -
Perihal : **SURAT** *BIMBINGAN SKRIPSI*

Kepada Yth.,
Syahreni Siregar (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**ANNISA' UL MAGHFIROH**
NPM	:	1601070005
Semester	:	13 (Tiga Belas)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	USING THINK PAIR SHARE STRATEGY ON SPEAKING ABILITY AT THE TENTH GRADER OF SMAN 1 METRO

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 20 Desember 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

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Nomor   : B-2058/In.28/J/TL.01/05/2022
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,
kepala SMAN 1 Metro
di-
       Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**ANNISA' UL MAGHFIROH**
NPM	:	1601070005
Semester	:	12 (Dua Belas)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	The Influence of Think Pair Share Strategy on Speaking Ability at the Tenth Grade SMAN 1 Metro

untuk melakukan prasurvey di SMAN 1 Metro, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 30 Mei 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

PEMERINTAH PROVINSI LAMPUNG DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 1 METRO
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Kode Pos: 34111, Telp/fax. 0725 41629 www.smansa_metrosch.id

SURAT PERNYATAAN

Nomor   :11.132/SMA/V/2022

Perihal   : **Balasan Permohonan izin pra survey**

Kepada Yth.

Dekan Fakultas Keguruan dan Ilmu Pengetahuan

Institut Agama Islam Negri Jurai Siwo Metro

Di

    Tempat

    Dengan hormat,

    Sehubungan dengan surat saudari pada tanggal 30 May 2022 perihal perizinan tempat penelitian dalam rangka proposal mahasiswa atas nama Annisa 'Ul Maghfiroh dengan judul "The Influence of Think Pair Share Strategy on Speaking Ability".

    Perlu kami sampaikan beberapa hal sebagai berikut :

1. pada prinsipnya kami tidak keberatan dan dapat mengizinkan pelaksanaan penelitian tersebut di tempat kami

2. Izin melakukan penelitian diberikan semata-mata untuk keperluan akademik

3. Waktu pengambilan data dilakukan 3 hari setelah tanggal ditetapkan

    Demikian surat balasan dari kami.

                                                  Metro, 02 Juni 2022
                                                  Kepala Sekolah

                                                  Dra. Purwaningsih
                                                  NIP. 19650420 199103 2 011

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor	: /In.28/D.1/TL.08/01/2023	Kepada Yth.,
Lampiran	: -	Kepala sekolah SMAN 1 METRO
Perihal	: **IZIN RESEARCH**	di-
		Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: /In.28/D.1/TL.08/01/2023, tanggal 08 Januari 2023 atas nama saudara:

Nama   : **ANNISA` UL MAGHFIROH**
NPM   : 1601070005
Semester   : 14 (Empat Belas)
Jurusan   : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 1 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING THINK PAIR SHARE STRATEGY ON SPEAKING ABILITY AT THE TENTH GRADER OF SMAN 1 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 08 Januari 2023
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PEMERINTAH PROVINSI LAMPUNG DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 1 METRO
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SURAT PERNYATAAN

Nomor   :11.132/SMA/V/2023

Perihal   : **Balasan Permohonan Izin Penelitian**

Kepada Yth.

Dekan Fakultas Keguruan dan Ilmu Pengetahuan

Institut Agama Islam Negri Jurai Siwo Metro

Di

    Tempat

    Dengan hormat,

    Sehubungan dengan surat saudari pada tanggal 08 January 2023 perihal perizinan pelaksanaan penelitian dalam rangka skripsi mahasiswa atas nama Annisa 'Ul Maghfiroh dengan judul "USING THINK PAIR SHARE STRATEGY ON SPEAKING ABILITY AT TENTH GRADER OF SMAN 1 METRO".

    Perlu kami sampaikan beberapa hal sebagai berikut :

1. pada prinsipnya kami tidak keberatan dan dapat mengizinkan pelaksanaan penelitian tersebut di tempat kami

2. Izin melakukan penelitian diberikan semata-mata untuk keperluan akademik

3. Waktu penelitian dilakukan 3 hari setelah tanggal ditetapkan

    Demikian surat balasan dari kami.

Metro, 10 Januari 2023
Kepala Sekolah

Dra. Purwaningsih
NIP. 19650420 199103 2 011

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SURAT TUGAS
Nomor: /In.28/D.1/TL.01/00/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama IslamNegeri Metro, menugaskan kepada saudara:

Nama	:	**ANNISA` UL MAGHFIROH**
NPM	:	1601070005
Semester	:	14 (Empat Belas)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMAN 1 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "USING THINK PAIR SHARE STRATEGY ON SPEAKING ABILITY AT THE TENTH GRADER OF SMAN 1 METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampaidengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan diPada : Metro
Tanggal : 08 January 2023

Mengetahui
Pejabat Setempat

Dra. Purwaningsih

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1552/In.28/S/U.1/OT.01/12/2022

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: ANNISA' UL MAGHFIROH
NPM	: 1601070005
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1601070005

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro,
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa

Nama	:	Annisa 'Ul Maghfiroh
NPM	:	1601070005
Prodi	:	Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro,   Mei 2023
Ketua Prodi TBI

Andianto, M.Pd
NIP. 1987 1102 201503 1 004

USING THINK PAIR SHARESTRATEGY ON SPEAKING ABILITY AT TENTH GRADE OF SMAN 1 METRO

by Annisa

USING THINK PAIR SHARESTRATEGY ON SPEAKING ABILITY AT TENTH GRADE OF SMAN 1 METRO

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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama   : Annisa Ul Maghfiroh   Jurusan   : TBI
NPM   : 1601070005   Semester   : XI

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	21 February 2022	✓		- Latar belakang lebih sistematis - Di tambahkan lagi materi pada bab ii	
2.	21 Maret 2022			Rapihkan lagi ketikan dan kutipan	
3.	18 April 2022			Acc bab 1, 2, 3.	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 198711022015031004

Dosen Pembimbing II

Syahreni Siregar, M.Hum.
NIP. 197608142009122004

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama   : Annisa 'Ul Maghfiroh   Jurusan   : TBI
NPM   : 1601070005   Semester : X

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	friday 23/12 2022	✓		Acc Research instrument (APD)	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 198711022015031004

Dosen Pembimbing

Syahreni Siregar, M.Hum.
NIP. 197608142009122004

KEMENTERIAN AGAMA
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama   : Annisa 'Ul Maghfiroh   Jurusan   : TBI
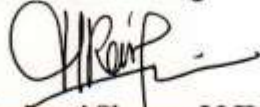NPM   : 1601070005   Semester : X

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Monday 06/01/2023	✓		- Revise chapter IV (make table for pretest, posttest 1 & 2) - Revise your Reference - Suggestion ?	
2	Tuesday 07/03/2023	✓	—	- Revise your Abstract - " Typing - appendix - Add the theory	
3	Monday	✓		Acc	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 198711022015031004

Dosen Pembimbing

Syahreni Siregar, M.Hum.
NIP. 197608142009122004

CURRICULUM VITAE

The researcher has named Annisa 'Ul Maghfiroh was born on 09th November 1997. The last daughter of the couple from Mr. Rifa'I Zainuddin and Mrs. Siti Qomariyah. The researcher has three brother, named Miftakhussolihin, Khoirul Muslimin, As'adul Ghofur. Currently the researcher lives in the Gayau Sakti village of Seputih Agung, Kab. Central lampung. The researcher when elementary school was taken at SDN 03 Bumi Pratama Mandira and finished in 2010. Then she continued in Junior High School at MTS El-Qodar Tridatu Way Jepara east Lampung and graduated in 2013. Meanwhile, senior High School was taken at MA Ma'arif NU 5 Sekampung, and completed in 2016. Then in 2016 the tresearcher continued her education at IAIN Metro by majoring in English education program.