

**THE EFFECT OF THINK-PAIR-SHARE (TPS) STRATEGY ON
STUDENTS' SPEAKING ABILITY AT EIGHTH GRADE OF MTs
NEGERI 5 PONOROGO IN ACADEMIC YEAR 2017/2018**

THESIS



**FACULTY OF TARBIYAH AND TEACHERS' TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

JUNE 2018

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHERS' TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO
JUNE 2018**

ABSTRACT

AMBARWATI, RINA SRI. 2018. *The Effect of Think-Pair-Share (TPS) Strategy on Students' Speaking Ability at Eighth Grade of MTs Negeri 5 Ponorogo in Academic Year 2017/2018.* **Thesis**, English Education Department, Faculty of Education and Teacher' Training, State Institute of Islamic Studies Ponorogo. Advisor Wiwin Widyawati, M. Hum.

Key Word: Think-Pair-Share (TPS) and Speaking Ability

Speaking is one of the productive skills which is used to communicate with other people. It is not only producing words or sounds but also having a meaning. The purpose of speaking is to share knowledge, information and ideas. Think-Pair-Share is a cooperative learning strategy that can promote and support higher level thinking. Think-Pair-Share is a good strategy for teaching English.

The purpose of this research is to examine a significant difference between the students' speaking ability who were taught by Think-Pair-Share strategy and those who were not taught by Think-Pair-Share strategy at MTsN 5 Ponorogo in academic year 2017/2018.

This research applied quantitative approach and used the quasi experimental design. This research, used two classes as experimental group and control group. The population were taken from the eighth grade students of MTsN 5 Ponorogo in academic year 2017/2018. The number of the sample in this research were 56 students of experimental group and control group. The procedure of data collection were test and documentation. To analyze the data, the researcher used t-test formula to find a significant difference on students' speaking ability who were taught by Think-Pair-Share strategy and students who were not taught by Think-Pair-Share.

The result of this research showed that the value of t_0 between students' speaking achievement who were taught by Think-Pair-Share and those who were not taught by Think-Pair-Share was 4,855. The t_0 was higher than t_t or the significant standard 5%, so H_a was accepted and H_0 was rejected.

So, from the calculation above it can be concluded that there is a significant difference between students' speaking ability who were taught by Think-Pair-Share strategy and those who were not taught by Think-Pair-Share strategy at MTs Negeri 5 Ponorogo. It is important for the teachers to increase and develop their ability in teaching. The teacher should be able to use the appropriate strategy in learning English especially in learning speaking skill.

APPROVAL SHEET

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Has been approved by the advisor and is recommended for approval and acceptance.

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And has been accepted as the requirement for the degree the sarjana in English Education on:

Day : Tuesday
Date : June, 26th 2018

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CHAPTER I

INTRODUCTION

A. Background of the Study

Communication is an activity which we do in our everyday life. We use a language or some languages to have communication. There are some languages used in global communication, such as English, Mandarin, French, etc., but English is one that is very popular for communication, especially for our ears as Indonesian people. Moreover, Indonesia as a developing country must have English as a means of communication to interact with other countries, to make good relationships, to cooperate bilaterally or multilaterally with them, so English has a very important role for Indonesia. English becomes a foreign language in Indonesia and it is taught at schools from Elementary school until University¹

The logo of IAIN Ponorogo is a green emblem. It features a central shield with a white and green geometric pattern. Below the shield is an open book with green pages. Underneath the book, the letters 'IAIN' are written in a stylized green font, with 'PONOROGO' in a smaller, simpler green font below it.

One of the basic competence of language is speaking. The students are required to speak English in a right way. Using speaking we can express our idea to communicate with other people. They have to communicate orally with their friends to improve their speaking ability. Without applying the

¹ Ambar Pujiyanto dan Fitri Rakhmawati, *Improving Speaking Ability Through Community-Based Learning*. Leksika Vol.10 No. 2- Aug 2016, 20.

learning experience of their language in the real life, it is very difficult for the students to improve speaking ability.

Speaking is one of the four language skills which should be developed in teaching English. For that, the teacher must give learning speaking in teaching English. According to Tricia Hedge, Learning speaking is very important for students. For many students learning to speak in English is a priority. They may need this skill for a variety of reason such as to exchange the information of influence people.²

Speaking is part of the skill in English that very important to mastery it, beside reading, writing, and listening. With speaking, the people can share and communicate with other people about the information, receiving and sending or message to another people. Because the function of speaking skill are to express our ideas, feelings, and thoughts.

According to David Nunan, speaking is vital in communication and having ability to conduct communication in English is a proud for a learner. Mastering the art of speaking is the single most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation the language.³ It means that the purpose of language

² Tricia Hedge, *Teaching and Learning in the Language Classroom* (Oxford University: Oxford University Press, 2003), 261.

³ David Nunan, *Language Teaching Methodology* (New York: Prentice Hall International English Language Teaching, 1991), 39.

teaching learning is spoken. Being able to speak English well is considered to be one of primary goals in learning in target language.

In particular, speaking is one of the four skills which should be developed in teaching English. Baily confirms that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.⁴ It means that speaking is a fundamental human behavior that people do not stop to analyze it unless there is something noticeable about it.

According to Brown and Yule in the Jack C. Richards, the fuctions of speaking are classified into three. They are talk as interaction, talk as transaction, and talk performance. Each of the speech activities is quite distinct in term of form, fuction and requires different teaching approaches.⁵ Here, speaking has the function to make conversation with other people, how people interact socially with other, and how people perform their speaking in the form of monolog, dialogue, or others.

Speaking is not the result of repeating or memorizing a lot of words in isolation or just combining a continuum of formal linguistic rules. They however point out that speaking nowadays is recognized as an interactive,

⁴ Kathelen M Bailey, *Practical English Language Teaching: Speaking* (Singapore: Mc Graw Hill Companies, inc, 2005), 2.

⁵ Jack C Richards, *Teaching Listening and Speaking: From Theory to Practice* (New York: Cambridge university, 2008), 21.

social and contextualized process that serves a number of functions. The teaching of speaking is therefore considered as a very complex communicative process that requires a variety of linguistic, contextual, cultural, and interactional aspects among speakers. Consequently, communicative framework in the teaching of speaking is believed can contribute to develop the students' communicative competence.⁶

Speaking is included in productive aspect as a communicative competence, in which means that there is a process to conceptualize data happen in a brain then produce it as an orally information. In line with the statement, Jeremy Harmer says that the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language.⁷

Based on observation and interview with English teacher's in MTs Negeri 5 Ponorogo, researcher acknowledged that the students have some problems in learning speaking. It was caused by the students vocabularies is low, their quantity of practice English speaking is less, and students less self-confidence to speak English in the classroom. This research indicates that is

⁶ Pryla Rochmawati, *Task-based Active Learning In EFL Speaking Class* (Ponorogo: STAIN Ponorogo Press, 2014), 13.

⁷ Jeremy Harmer, *How to Teach English* (England: Longman, 2001).

needed the using communicative language teaching method to improve student's speaking ability.⁸

In this research, researcher want's to know the effect of Think-Pair-Share strategy on teaching speaking. Think-Pair-Share is a cooperative learning strategy that can promote and support higher level process for students thinking. Think-Pair-Share has advantages, it gives students opportunities to speak in the target language for extended period of time and students naturally produce more speech.⁹ This strategy can help the students in speaking by sharing ideas in pairs and in a group.

There are several steps in implementing Think-Pair-Share, as follows:

- 1) teacher begins by giving the topic and some general question about the topic;
- 2) teacher ask the students to think individually about the problem posed;
- 3) the students discuss and share idea, here the students will compare their thought to get the ideal opinion; finally, each pair share their ideas with other groups one by one. In this activity there is no student who dominates in discussing because they will have an appportunity to share their ideas.

Think Pair Share is choosed because it has some advantages for learning speaking, such as : 1) gives time for the students to think about a

⁸ Interview with Taqiyudin Ahyari, on 16th January 2018, in teachers' office of MTs N 5 Ponorogo.

⁹ Spencer Kagan, *Cooperative Learning*. San Clemente (CA: Kagan Publishing, 2009), 160.

problem/topic, 2) enhances students oral communication through critical thinking, and meaningful interaction, 3) helps and promotes students become subject of learning, and 4) builds the democratic situation where the students are free to suggest and give their argumentation. Rejecting and accepting ideas can be done through this method. Therefore, in this case the writer suggests that Think Pair Share will be one of a good teaching Strategy.¹⁰

As we know, with speaking the people can share and communicate with other people about the information, receiving and sending or message to another people. Because the function of speaking skill are to express our ideas, feelings, and thoughts. Mastering the part of speaking is the single most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation the language.

In addition in MTs Negeri 5 Ponorogo, based on observation that has already conducted by researcher, it can be concluded that the students of VIII have problems in English language competence especially in speaking. The students have low motivation to speak English, they are think that English is very difficult to be spoken. Moreover, the problems do not only come from language skill, but also the classroom situation. Besides that, they were too shy to express their idea in English because they felt worry if their friends

¹⁰ Endang Kusriani, *Teaching Speaking For Senior High School Students Using Cooperative Learning "Think Pair Share"*, Journall Active, June 2012, Volume XVIII, Nomor 3 .

would laugh them, then they speak slowly and too long to compose utterance.¹¹

The students are afraid to speak English alone, they are be confident if with their friends. So, the teacher need cooperative learning to make the student active in the classroom. The think pair and share strategy is make the students can share their ideas that appear in their minds as the responses to the teacher questions in the teaching and learning process. Students then turn to a partner and share their responses with others. During the third step, students responses can be shared within a two-person learning team, within a larger group, or with an entire class during a follow-up discussion. So, the students can enjoy and comfortable to learning English in classroom.

Based on the explanation above, the writer's realize that speaking is important for the students. The researcher would like to conduct communicative activity using Think-Pair-Share strategy to improve speaking ability. So that, writer's interest to research by the title : "The Effect Of Think-Pair-Share (TPS) Strategy On Students' Speaking Ability At Eighth Grade Of MTs Negeri 5 Ponorogo In Academic Year 2017/2018".

¹¹ Observation in Eighth class at MTs N 5 Ponorogo, on 5 february 2018.

B. Limitation of the Study

In this research is focused on effect of Think-Pair-Share (TPS) strategy on students' English speaking. The experimental class will be taught by Think-Pair-Share strategy and control class will be taught presentation method. The research is focused on teaching English speaking.

C. Statement of The Problem

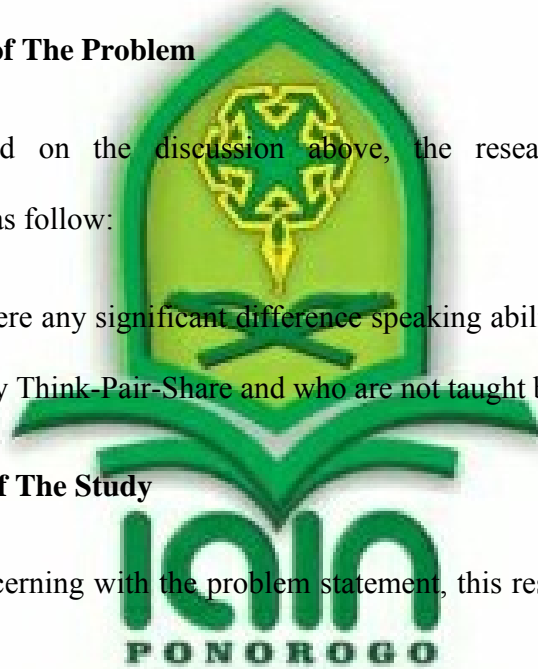
Based on the discussion above, the research problem can be formulated as follow:

Is there any significant difference speaking ability of the students who are taught by Think-Pair-Share and who are not taught by Think-Pair-Share?

D. Objective of The Study

Concerning with the problem statement, this research can be stated as follow:

To find out the whether there is any significant difference speaking ability of the students who are taught by Think-Pair-Share and who are not taught by Think-Pair-Share.



E. Significance of the Study

This research focuses on teaching English using Think-Pair-Share strategy is expected have its benefits pointed to:

1. Theoretical significance

The research can give the contribution of developing knowledge in teaching English. It can help to manage the students in teaching learning process.

2. Empirical significance

The result of this research is expected to be beneficial for:

a. Teachers

For the English teacher, it would be a board opportunity to improve the English teaching and learning process by using think pair and share. The implementation of using think pair and share as learning technique is hoped to be continuously performed to create enjoyable atmosphere in the classroom and to provide appropriate models of English to learn speaking.

b. Students

For the students, it would be an effort to improve their learning motivation and speaking ability. The implementation of using think pair and share as learning technique is hoped to be one of the ways to

develop their communicative competence to face global communication.

c. School

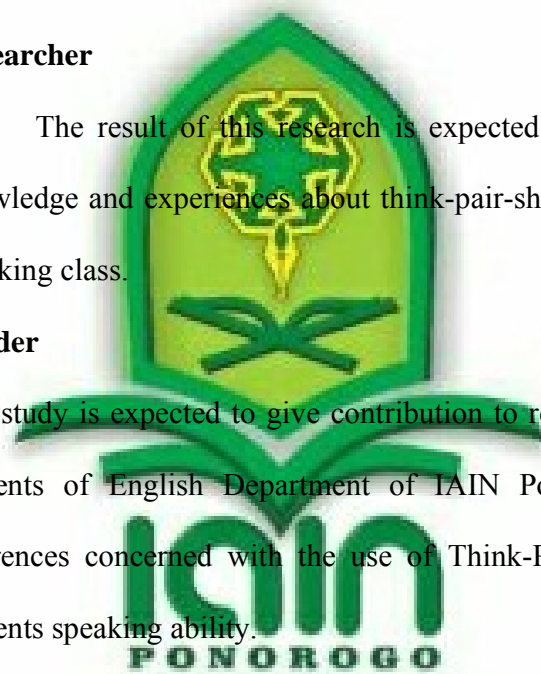
For the school, in order to be a contribution and reference in strategy on teaching speaking.

d. Researcher

The result of this research is expected to add the researcher knowledge and experiences about think-pair-share strategy in English speaking class.

e. Reader

The study is expected to give contribution to readers, particularly the students of English Department of IAIN Ponorogo, in enriching references concerned with the use of Think-Pair-Share Strategy on students speaking ability.



F. Organization of Thesis

To make easy to arrange the thesis, this section explains the organization of the thesis. The researcher writes this thesis in five chapters discussed in this research report, these related one and another. The organization of thesis are:

Chapter I : Introduction

In this chapter the writer tells about of background of the study, limitation and statement of the problem, objective of the study, significance of study, and organization of the thesis.

Chapter II : Review of Related Literatures

In this chapter the writer tells about of research previous findings, theoretical background present are the definition of speaking, teaching speaking, micro-macro skills speaking, definition of Think-Pair-Share strategy, theoretical framework, and hypotesis.

Chapter III : Research Method

In this chapter the writer tells about research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

Chapter IV : Research Result

In this chapter the writer tells about research location, data description, data analysis, and discussion.

Chapter V : Closing

In this chapter the writer tells about conclusion and suggestion. There is explained about conclusions of this study and suggestion for the next researcher or reader.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will explain previous research finding, theoretical background, theoretical framework, and hypothesis. All of the theories which are in the introduction will be explained here such as speaking and Think-Pair-Share activities strategy.

A. Previous Research Finding

Many researchers have report to expose the identification of student's achievement in learning English to make the teaching and learning process more effective. In this section, the researcher describes four previous researchers which are relevant to this thesis.

The first research is done by Endang Kusriani.¹² She wrote a research entitled Teaching Speaking For Senior High School Students Using Cooperative Learning Think Pair Share. The objective of the research is to know the effectiveness of Think Pair Share for teaching Speaking. This research was conducted at one of Senior High School in Purwokerto. The Research design used is experimental study. The research findings imply that the use of Think Pair Share can motivate students speaking competence than

¹² Endang Kusriani, *Teaching Speaking For Senior High School Students Using Cooperative Learning "Think Pair Share"*, Journal Active, June 2012, Volume XVIII, No 3.

those taught using discussion. The conclusion of this research, can be said that the use of Think Pair Share in teaching speaking is more effective than presentation. It can be proved by the result of t -test is 7,564 and t -table at d.f = 42 at level of significant $t_{0.05}$ is 4,10 so score t -test is higher than t -table ($7,567 > 4,10$).

The second is by Utama, I M. Permadi. Marhaeni, A.A.I.N. Putra, I Nyoman Adi Jaya. The research entitled The Effect of Think Pair Share Teaching Strategy To Students' Self-Confidence And Speaking Competency of The Second Grade Students of Smpn 6 Singaraja. The aim of this study was to investigate the effect of think pair share teaching strategy to students' self-confidence and students' speaking competency. There were 121 students selected as sample put in experimental and control group. The analysis was made by using Manova facilitated by SPSS version 16 for windows. The results of hypothesis 2 by using manova test generating significant score (sig.) < 0.050 at significant level is 0.050 which means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) states that, "there is a significant effect of Think Pair Share on students' speaking competency of the second grade students in SMPN 6 Singaraja.", is accepted. Mean score of the students' speaking competency who take the Think Pair Share strategy is in good qualifications with scores 23.64 and a standard deviation (Sd) is 3.08. While the mean score of the students' speaking competency who take the

Conventional strategy is in good qualifications with scores 19.34 and a standard deviation (Sd) is 3.01. Further test of the hypothesis 2 shows that students' speaking competence who taught by using Think Pair Share strategy better than Conventional strategy.¹³

The third is done by Maghfira, Mochtar Marhum and Anshari Syafar. The research entitled Effect of Using Think-Pair-Share Technique On Speaking Skill And Motivation To Learn English Of Grade XI Students At SMA Negeri 5 Palu. Think-Pair-Share technique affected students' achievement in speaking skill and students' motivation. This technique gave the positive effect on students' speaking skill and motivation to learn English. The test result indicates that mean score of post-test in experimental class (73.50) was higher than mean score post-test in control class (68). The result of data analysis also specified that t-counted (3.355) was higher than t-table (2.002). It means that the alternative hypothesis (Ha) was accepted, while the null hypothesis was rejected. Thus, Think-Pair-Share technique can affect students' speaking skill. From the result of preliminary observation, the students speaking skill is low and they are not enthusiast to participate in

¹³ Utama, I M. Permadi. Marhaeni, A.A.I.N. Putra, I Nyoman Adi Jaya, *The Effect Of Think Pair Share Teaching Strategy To Students' Self-Confidence And Speaking Competency Of The Second Grade Students Of Smpn 6 Singaraja*, e-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris (Volume 1 Tahun 2013).

class. After applying TPS technique, during the process of teaching learning, the students were active and enthusiastic.¹⁴

And the fourth research is by Rika Amila Desta. The research entitled Think Pair Share Technique in Teaching Speaking Skill. This research was conducted at the second grade students of SMP Negeri 14 Banda Aceh. The design of this study was quantitative research. The data were collected by using pre-test and post-test. The result of the test was analyzed by using t-test. The calculation result showed that t-score was higher than t-table ($3.66 > 1.68$). The result of this study revealed that there was improvement on students' speaking after taught by using think pair share technique which the mean score of experimental class is 86.4 while the mean score of control class is 72.1. By implementing Think Pair Share, the students are motivated to do the speaking activity during this technique. This method is assumed to give the students an opportunity to practice the target language. It keeps students more active in cooperation and makes them more confident in the class.¹⁵

¹⁴ Maghfira, Mochtar Marhum and Anshari Syafar, *Effect Of Using Think-Pair-Share Technique On Speaking Skill And Motivation To Learn English Of Grade Xi Students At Sma Negeri 5 Pal*, (e-Jurnal Bahasantodea, Volume 3 Nomor 2, April 2015), 86-93.

¹⁵ Rika Amila Desta, *Think Pair Share Technique in Teaching Speaking Skill* (Research in English and Education (READ), February 2017), 37- 46.

B. Theoretical Background

1. The Nature of Speaking

a. Definition of Speaking

Many definitions about speaking have been proposed by language experts. Speaking is vital in communication and having ability to conduct communication in English is a proud for a learner. Mastering the art of speaking is the single most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation the language.¹⁶

According to Bailey, speaking is a crucial part of second language learning and teaching which involves producing, receiving, and processing information. For majority of people, the ability of speaking a foreign language means knowing that language is the main tool of human communication.¹⁷ Speaking is one of the four language skills which should be developed in teaching English. For that, the teacher must give learning speaking in teaching English. According to Tricia Hedge, Learning speaking is very important for students. For many students learning to speak

¹⁶ David Nunan, *language Teaching Methodology*, (New York: Prentice Hall International English Language Teaching, 1991), 39.

¹⁷ Kathelen M Bailey, *Practical English Language Teaching: Speaking* (Singapore: Mc Graw Hill Companies, inc, 2005), 2.

in English is a priority. They may need this skill for a variety of reason such as to exchange the information of influence people.¹⁸

Meanwhile, Thornbury states speaking as a part of activities that people do to communicate and interact on a daily basis. The average person produces tens of thousand words a day, although some people may produce more than that. Consequently, the speech act should play a control role in the process of speech production which speakers begin with the intention of affecting their listeners in particular way.¹⁹

According to Brown and Yule in the Jack C. Richards, the fuctions of speaking are classified into three. They are talk as interaction, talk as transaction, and talk performance. Each of the speech activities is quite distinct in term of form, fuction and requires different teaching approaches.²⁰ Here, speaking has the function to make conversation with other people, how people interact socially with other, and how people perform their speaking in the form of monolog, dialogue, or others.

¹⁸ Tricia Hedge, *Teaching and Learning in the Language Classroom* (Oxford University: Oxford University Press, 2003), 261.
¹⁹ Scot Thornbury, *How to Teach Speaking* (England: Longman, 2005), 11.
²⁰ Jack C Richards, *Teaching Listening and Speaking: From Theory to Practice* (New York: Cambridge university, 2008), 21.

Speaking is included in productive aspect as a communicative competence, in which means that there is a process to conceptualize data happen in a brain then produce it as an orally information. In line with the statement, Jeremy Harmer says that the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language.²¹

From the definition above, it can be concluded that speaking is one of productive skills in which it is used to communicate with other people. It is not only producing words or sounds but also having a meaning. The purpose of speaking is to share knowledge, information and ideas.

b. Speaking skill

Speaking is included as productive skill; it is similar to writing skill. As Widdowson states that speaking is an active or productive skill which is used aural medium related the use of gesture in conveying the meaning.²²

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners.

²¹ Jeremy Harmer, *How to Teach English* (England: Longman, 2001).154.

²² H. G Widdowson, *Teaching Language as Communication* (Oxford: Oxford University Press,2004), 59.

Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.²³

1) Micro and Macro Skills of Speaking

The micro-skills of speaking refer to producing the smaller chunks of language such as phonemes, morphemes, words, collection, and phrasal units. The macro-skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. The following presents micro and macro skills of oral production:²⁴

1. Micro-skills:

- a. Produce differences among English phonemes and allophonic variants
- b. Produce chunks of language of different lengths
- c. Produce English stress patterns, word in stressed and untressed positions, rhythmic structure, and intonation contours

²³ Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice*, (New York: Cambridge University Press: 2008), 19.

²⁴ H Douglas Brown, *Language Assessement Principles an Classroom Practices* (New York : Pearson Education, Inc: 2004), 142.

- d. Produce reduced forms of words and phrases
- e. Use an adequate number of lexical units(words) to accomplish pragmatic purposes
- f. Produce fluent speech at different rates of delivery
- g. Monitor one's own oral production and use various strategic devices pauses, fillers, self-confident, backtracking to enhance the clarity of the message
- h. Use grammatical word clauses (nouns, verbs, etc.) system (e.g., tense, agreement, pluralisation), word order, patterns, rules, and elliptical forms
- i. Produce speech in natural constituents: in appropriate phrase, pause groups, breath groups, and sentence constituents
- j. Express a particular meaning in different grammatical forms
- k. Use cohesive devices in spoken discourse

2. Macro skills:

- a. Appropriately accomplish communicative functions according to situations, participants, and goals
- b. Use appropriately styles, registers, implicature, redundancies, pragmatic conventions, conversation

- rules, floor-keeping and yielding, interrupting, and other sociolinguistic features in face to face interactions
- c. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information, generalization and exemplification
 - d. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language
 - e. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

From the definition above, it can be concluded that speaking is one of productive skills in which it is used to communicate with other. It is not only producing words or sounds but also having a meaning. The purpose of speaking is to share knowledge, information and ideas.

2) Psychological Condition and Speaking Skill

Educational psychology is the branch of psychology that specializes in understanding teaching and learning in educational settings.²⁵ The goal of research in educational psychology is to carefully examine obvious as well as less than obvious questions, using objective methods to test ideas about the factors that contribute to learning.²⁶ Educational psychology is important for learner because the ability of someone will determine their action.

Among the factors affecting students academic progress, in the field of psychology such as self-confidence of students can be named. According to Brown, Self-confidence is a person's belief in his or her ability to accomplish the task.²⁷ Self-confidence is a feeling or mental condition of a person where he believes that he is capable of doing something well, with positive, optimism, and able to achieve results as expected.

²⁵ John W. Santrock, *Educational Psychology* (New York: Mc Graw-Hill, 2011), 25.

²⁶ Robert E Slavin, *Educational Psychology: Theory and Practice* (New York: Pearson Education, 2006), 11.

²⁷ H Douglas Brown, *Teaching by Principle: An Interactive Approach in Language Paedagogy Second Edition*, (New York: Pearson education, 2000) 62.

Self-confidence is also an attitude that the individual is calm, not affected by the circumstances and others. According Kate Burton and Brinley Platts, Confidence is the ability to take appropriate and effective action in any situation.²⁸ The concept of self confidence as one of the features is believed to be the person to your abilities to perform tasks and duties successful mentions.²⁹ The aim self-confidence is to make students confidence such a natural part of themselves that not only appear confident on the *outside* but also feel completely at ease with yourself *inside*.³⁰ From the definition above it can be concluded that self confidence is the belief or attitude which allows people to do something well and appropriate.

c. Teaching Speaking

Teaching is giving the knowledge of someone has and conveying its to another to be learned. According to Brown, teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.³¹ Teaching not only transfer to the information but also guides the students' learning

²⁸ Kate Burton and Brinley Platts, *Building Confidence for Dummies*, (2006) 10.

²⁹ A Bandura, *Self-Efficacy In Changing Societies* (New York: Cambride University Press, 1997), 186.

³⁰ David Lawrence Preston, *365 Steps To Self-Confidence* (United Kingdom: How to Content, 2007), 18.

³¹ H Douglas Brown, *Teaching by Principle: An Interactive Approach in Language Paedagogy Second Edition*, (New York : Pearson Education, Inc: 2007), 124.

activities that used by the teacher to deliver the input to the students. Teaching also controls the students environment.³²

Teaching speaking is to provide knowledge to students in the form of communication to the target audience through voice revenue system of the mouth. In teaching speaking, teachers are expected to deliver learning well.³³ Teaching speaking is sometimes considered a simple process commercial language schools around the world here people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple. Spoken language and written language differ in many significant ways.³⁴

According to Hughes, the aims of teaching speaking is to build on students' dexterity in talking. Teacher should be able to make the students to actively speak.³⁵ Cecle-Murcia explain the goal of teaching speaking is to enhance the acquisition of communication and foster it in the real communication context

³² David Nunan, *Practical English Language Teaching* (New York: Mc Grow Hill, 2003), 48.

³³ H Douglas Brown, *Teaching by Principle: An Interactive Approach in Language Paedagogy Second Edition*, (New York : Pearson Education, Inc: 2007), 124.

³⁴ David Nunan, *Practical English Language Teaching* (New York: Mc Grow Hill, 2003), 48.

³⁵ Arthur Hughes, *Testing for Language Teacher*, (New York: Cambridge University Press, 2003), 37.

outsider the classroom.³⁶ Moreover, Richards states that the basic function in teaching speaking is to the interactional function, which is emphasized on the sharing information.³⁷ Thus, the aim of teaching and learning process especially in speaking has to applied in the classroom.

d. The Aspect of Speaking

According to Penny Ur, speaking scale including two aspects namely accuracy (grammar, vocabulary, pronunciation) and fluency.³⁸

1. Accuracy

Accuracy is refers to ability to speak properly, selecting the correct words and expression to convey the intended meaning, as well as using the grammatical patterns of English.³⁹ Accuracy in speaking consists of the correct using grammar, vocabulary, pronunciation.

They will be explained as follows:

³⁶ Marianne Celce-Murcia(ed), *Teaching English as a Second Language* (Boston: Heinle&Heinle Publishers, 1991), 126.

³⁷ Jack C. Richards, *Teaching Listening and Speaking from Theory to Practice* (Cambridge: Cambridge University Press, 2008), 21.

³⁸ Penny Ur, *A Course in Language Teaching* (New York: Cambridge University Press, 1996), 135.

³⁹ Kathleen Bailey, *Practical English Language Teaching Speaking*, (Oxford: McGraw Hill) 5.

a. Grammar

Grammar is description of the structure of a language and the way in which unit such as words and phrases are combined to produce sentence in the language.⁴⁰ The learners needed a grammar to arrange a correct sentence in conversation. According to Scot Thornbury, grammar is theoretically to have short conversation where each utterance consists of nothing but a single word or short phrase as in this invented.⁴¹

b. Vocabulary

Vocabulary is one of micro skill in language and important to develop of vocabulary skill.

Vocabulary is total number of words.⁴² Vocabulary is about words, the words in language or a special set of words we are trying to learn.

c. Pronunciation

The one of key to success in learning to speak a foreign language is having good pronunciation.

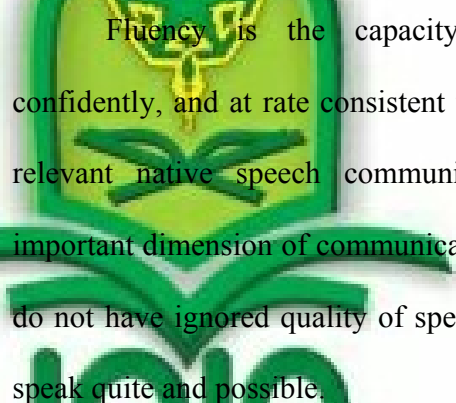
⁴⁰ David Nunan, *Practical English Language Teaching: Grammar* (Singapore: Mc Graw Will, 2005), 2.

⁴¹ Scot Thornbury, *How to Teach Speaking* (England: Longman, 2005), 20.

⁴² Martin H. Manser, *Oxford Learner's Pocked Dictionary* (New York: Oxford University Press, 1995), 465.

Pronunciation is the way a word or a language is spoken, or the manner in which someone utters word. It is important to understand information about how the sounds of English are produce.⁴³ By this explanation, we can conclude that pronunciation is the manner to talk foreign language with clearly.

2. Fluency



Fluency is the capacity to speak fluidly, confidently, and at rate consistent with the norms of the relevant native speech community.⁴⁴ Fluency is an important dimension of communication. It means that we do not have ignored quality of speaking, but we have to speak quite and possible.

e. Function of Speaking

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of

⁴³ Kathleen M. Bailey and David Nunan, *Practical English Language Teaching Speaking* (New York: Mc Graw Hill ESL/ELT), 65.

⁴⁴ Ibid., 5.

information. There are three-part version of Brown and Yule's, namely:⁴⁵

1) Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal, depending on the circumstances, and their nature has been well described by Brown and Yule.

2) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. Burns distinguishes between two different types of talk as transaction. The first type involves situations where the

⁴⁵ Jack C. Richards, *Teaching Listening and Speaking* (New York: Cambridge University Press, 2008) 21.

focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood. The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

3) **Talk as performance**

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language.

f. Basic Types of Speaking

According to Brown, there are five types of speaking performance assessment such as;⁴⁶

⁴⁶ H Douglas Brown, *Language Assessment Principles an Classroom Practices* (New York : Pearson Education, Inc: 2004), 141.

1. **Imitative**

Imitative speaking is type of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. We are interested only in what is traditionally labeled “pronunciation”; no inference is made about the test taker ability to understand or convey the meaning or to participate in an interactive conversation.

2. **Intensive**

Intensive is a second type of speaking frequently employed in assessment context is the pronunciation of short stretches of oral language design to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship. Example of intensive assessment task includes directed responds task, and reading aloud.

3. **Responsive**

Responsive assessment task include interaction and test comprehension but at somewhat limited level of very short conversation, standard greetings and small talks, simply request and comment. The stimulus is almost always a spoken prompt (in order to preserve

authenticity), with perhaps only one and two follow up questions or retort.

4. **Interactive**

Interactive oral production between interactive and extensive speaking include task that involve relatively long stretches of interactive discourse (interview, role plays, game, discussion) and task of equally long direction but that involve less interaction (speech, and telling longer stories)

5. **Extensive**

Extensive (monologue) speaking assessment task involve complex, relatively lengthy stretches of discourse. The task includes speeches, oral presentations and storytelling minimal verbal interaction.

g. Characteristic of Successful Speaking Activities

In class of speaking many students felt unconfident and afraid to practice speak English. All of the teacher hoped the students to practice in speaking activities. Therefore, must be understood the characteristic of a successful in speaking activity as follows:⁴⁷

⁴⁷ Penny Ur, *A Course in Language Teaching, Practice and Theory* (new York: Cambridge University Press, 1996), 120.

1. Learners talk a lot

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

2. Participation is even

Classroom discussion is not dominated by minority of talk active participation; all get a chance to speak and contributions are fairly evenly distributed.

3. Motivation is high

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

4. Language is of an acceptable

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

h. The Problem of Speaking Activities

There are many problems in speaking class, such as:

1. **Inhabitation**

Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistake, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

2. **Nothing to Say**

Even if they are inhibited, you often hear learners complain that they cannot think of anything to say. They have no motive to express themselves beyond the guilty feeling that they should be speaking.

3. **Low or uneven participation**

Only one participant can talk at a time if he or she is to be heard, and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while other speak very little or not at all.

4. **Mother tongue use**

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it, because easier, because I feel unnatural to speak to one

another in a foreign language, and because they feel less “exposed” if they are speaking their mother tongue.⁴⁸

2. Think-Pair-Share Strategy

a. Definition of Think-Pair-Share

The Think-Pair-Share is a strategy designed to provided students to think a given topic by enabling them to formulate individual ideas and share these ideas with another students. This strategy is a learning strategy developed by Lyman to encourage students classroom participant. The Think-Pair-Share strategy is a cooperative discussion strategy to help students work in group. In applying this strategy, the lecturer poses a question, preferable one demanding analysis, evaluation, or synthesis, and gives students about a minute to think through an appropriate response.⁴⁹

According to Kagan, Think-Pair-Share is a cooperative learning strategy that can promote and support higher level thinking.⁵⁰ The teacher asks students to think about a specific topic, pair with another student to discuss their thinking and share their ideas with the group. Think-Pair-Share is a collaborative, active learning strategy, in which students work on a problem

⁴⁸ Ibid, 121.

⁴⁹ F. Lyman, *Think-Pair-Share: An Expanding Teaching Technique: (MAA-CIE Cooperative News, 1987)*, 40.

⁵⁰ Spencer Kagan, *Cooperative Learning*. San Clemente (CA: Kagan Publishing, 2009), 159.

posed by instructor, first individually (Think), then in pairs (Pair) or groups, and finally together with the entire class (Share).⁵¹

According to Johnson, Think-Pair-Share is a robust in terms of reflecting the essential elements for cooperative learning listed.⁵² Students and teacher alike gain much clearer understandings of the expectation for attention and participation in classroom discussion. Think pair and share it gives students opportunities to speak in the target language for extended period of time and students naturally produce more speech.⁵³

From the definitions above, it can be concluded that Think-Pair-Share refers to one of the cooperative learning strategy that sets students to work in pairs. Students have to think about a topic and share their idea with pairs. Therefore, they have opportunities to convey their idea and share the idea in whole class or in a group.

b. Steps of Think-Pair-Share

According to Lyman, There are several steps in implementing Think-Pair-Share, as follows:⁵⁴

⁵¹ Sunita M. Dol, *TPS: An Active Learning Strategy to Teach Theory of Computation Course* (International Journal of Educational Research and Technology Volume 5, 2014), 62-67.

⁵² D Johnson W,& R. Johnson T, *Learning Together and Alone: Cooperation, competition and individualization* (New York: Prentice Hall, 1987), 97.

⁵³ Spencer Kagan, *Cooperative Learning*. San Clemente (CA: Kagan Publishing, 2009), 160.

⁵⁴ F. Lyman, *Think-Pair-Share: An Expanding Teaching Technique: (MAA-CIE Cooperative News, 1987)*, 42.

1. **The first step is thinking**

The teacher gives the students“ time to think and answer the problematic question. This step permits the students to develop their own answer.

2. **The second step is pairing**

After the think time the teacher asks the students to pair and discuss their answer with their partner. This step allows the students to ask another pair to enrich the answer or solution posted by the teacher before sharing with the whole class.

3. **The last step is sharing**

The teacher asks the students to present solution and answer individually or cooperatively to the class as a whole class.

c. **The purpose of Think-Pair-Share**

This simple questioning strategy keeps all the students involved in class discussions and provides an opportunity for every child to share an answer to every question. It is a learning technique that provides processing time and builds in wait-time

which enhances the depth and breadth of thinking. It takes the fear out of class discussion by allowing the students to think carefully about their answers and talk about them with a partner before they are called on to respond. For shy or tentative students, this can help put the emphasis back on learning instead of on simply surviving class.⁵⁵

According to Lie, there are some purposes of working in pairs. First, it can increase the students' participation. Second, the students will have more opportunities to give their contribution. Last, it is not wasting time to build a team.⁵⁶

d. Advantages the Use of Think-Pair-Share Strategy

1. Students' confidence improves and all students are given a way to participate in class rather than the few who usually volunteer.
2. Students are actively engaged in the thinking.
3. More of the critical thinking is retained after a lesson if students have an opportunity to discuss and reflect on the topic.

⁵⁵ F Lyman T, *The Responsive Classroom Discussion: the Inclusion of all Students* (College Park: University of Maryland Press, 1981), 109.

⁵⁶ A Lie, *Cooperative Learning: Mempraktikkan Cooperative Learning di Ruang- Ruang Kelas* (Jakarta: PT Grasindo, 2008, 46.

4. Many students find it safer or easier to enter a discussion with another classmate rather than with a large group.
5. The Think-Pair-Share strategy also enhances the student's oral communication skills as they have ample time to discuss their ideas with the one another and therefore, the responses received are often more intellectually concise since students have had a chance to reflect on their ideas.⁵⁷

e. Disadvantages the Use of Think-Pair-Share Strategy

1. The class can be noisy because it's a group discussion.
2. Time consuming. This strategy may be time consuming if the class is big and the teacher cannot create an amusing classroom atmosphere.
3. There is no equal participation, although each student within the group has an equal opportunity to share. It is possible that one student may try to dominate. .⁵⁸

It can be concluded that using of Think-Pair-Share is a good strategy for teaching English. However, there are some problems that may appear in using this strategy. It is difficult to assist all students

⁵⁷ N. A. Nik Azlina, *IJCSI International Journal of Computer Science Issues* (Vol. 7, Issue 5, September 2010), 23.

⁵⁸ Dinda Fatariq Andika Lubis, *Improving Students' Speaking Achievement Through Thinkpair-Share Technique* (E-Journal Volume 4, 2012), 53.

during the discussion since they have so many groups. Consequently, teachers should be careful in implementing this strategy to minimize the problems.

C. Theoretical Framework

Speaking is one of important skills which the learners should be able to master because it is a productive skill meaning that is a product of learning language. Also, it is important because the basic function of language is to communicate. In order to achieve the purpose, the teacher should be create kinds of strategy so that the students are freely to use their knowledge and implement it.

The strategy which may apply in teaching speaking is Think-Pair-share strategy. Think-Pair-share will be a fun strategy to be used in the classroom by the teacher because it will forms the students to be more confidence and interested in speaking especially in English language.

The theoretical framework can be stated that this research aimed to know how implementation Think-Pair-Share strategy in speaking class. The research has two variables, as bellow:

Variable X : The group of students who are taught by Think-Pair-Share strategy.

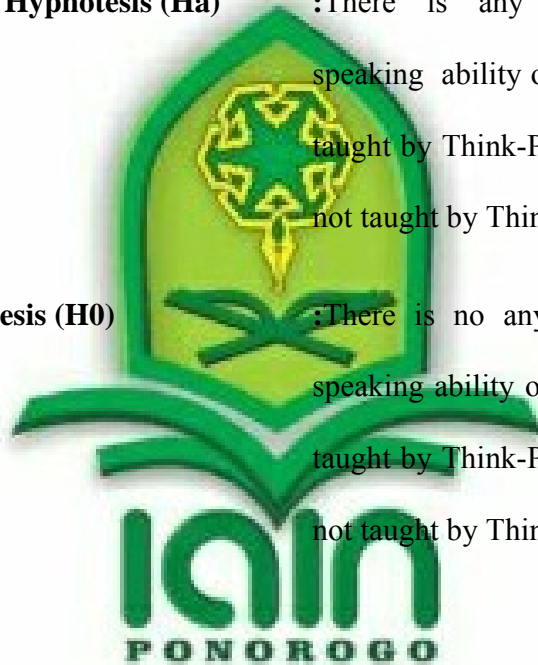
Variable Y : The group of students who are not taught by Think-Pair-Share strategy.

D. Hypotesis

The hypotesis of the research presented as follows:

Alternative Hypotesis (Ha) :There is any significant different speaking ability of the students who are taught by Think-Pair-Share and who are not taught by Think-Pair-Share .

Nol Hypotesis (H0) :There is no any significant different speaking ability of the students who are taught by Think-Pair-Share and who are not taught by Think-Pair-Share.



CHAPTER III

RESEARCH METHOD

The existence of the research method has a goal of guiding the research in order to work systematically. The research method covers a set of research activities conducted by researcher. It involves research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

A. Research Design

Research is a process of steps uses to collect and analyze information to increase our understanding of a topic or issue.⁵⁹ This research applied quantitative research. Quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. It generally requires a well-controlled setting.⁶⁰ Quantitative research is Explaining phenomena by collecting numerical data that are analysed using mathematically based methods (inparticular statistics).⁶¹ It means, to analyse the data researcher used statistical.

⁵⁹ John W. Creswell, *Research Design: Quantitative, Qualitative, and Mixed Methods Approaches* (California: SAGE, 2009), 3.

⁶⁰ Donald Ary, Lucy C.J, dkk, *Introduction to Research in Education* (Canada: Cencage Learning, 2010), 22.

⁶¹ Daniel Muijs, *Doing Quantitative Research in Education with SPSS* (Great Britain: Athenaeum Press Ltd, 2004), 1.

In this research, the researcher applied experimental research method. In experimental research method that is used to find the effect of treatment toward something in a control condition.⁶² The types of the experimental design included true experimental, quasi experimental, and pre-experimental or factorial design.⁶³

The researcher used quasi experimental research design to find the causal relation and use non-equivalent (pre-test and post-test) control group design. Quasi experimental research is a research that directly attempts to influence a particular variable, and when properly applied, it is the best type for testing hypothesis about cause-effect relationship.⁶⁴ This design assumed to meet with the aim of this research that is to know whether or not there is a significant difference of the students' achievement that was given by using certain treatment. The procedure in quasi experimental research in this research were as follows:

1. Define the accessible population of the select two classes out of all the existing classes which are of equivalent level.
2. Randomly select one of the classes into experimental group and the other one into the control group.

⁶² C.R. Khotari, *Research Methodology: Method and Technique* (New Delhi: New Age International (P) Limited Publisher, 2004), 107.

⁶³ M. Adnan Latief, *Research Methods on Language Learning; an Introduction*, (Malang: UM Press, 2013), 94.

⁶⁴ Jack Fraenkel and Norman Wallen, *How to Design & Evaluate Research in Education* (San Fransisco: Mc Graw Hill Companies, 2000), 283.

3. Give the experimental treatment to the experimental group and the control treatment to the control group.
4. Assess the results of the treatments of both groups
5. Complete the difference between the average score of the experimental group and control group.⁶⁵

Researcher used the research design with the purpose, to measure the effect of Think-Pair-Share (TPS) strategy on student's speaking ability at eighth grade of MTs Negeri 5 Ponorogo in academic year 2017/2018. The research employed a quasi-experimental research with one group as experiment class and one group as control class. The research was designed as follows.

Table 3.1 Design of the study

Group	Pre-test	Treatment	Post-test
A	O ₁		O ₂
B	O ₃		O ₄

Notes:

A = Experiment class (the students who are taught by TPS strategy)

⁶⁵ M. Adnan Latief, *Research Methods on Language Learning; an Introduction*, (Malang: UM Press, 2013), 95.

B = Control class (the students who are not taught TPS strategy)

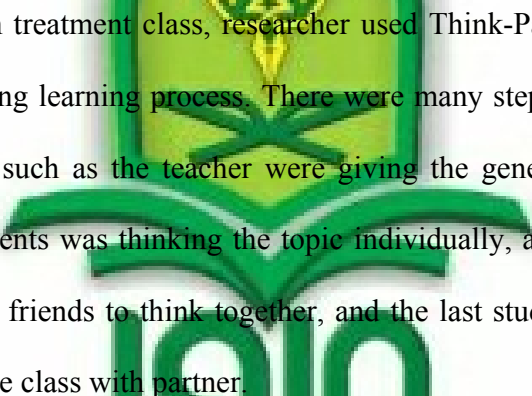
O₁ = Pre-test for the experiment class

O₂ = Post-test for the experiment class

X = Treatment

O₃ = Pre-test for the control class

O₄ = Post-test for the control class



In treatment class, researcher used Think-Pair-Share as a strategy in speaking learning process. There were many steps in Think-Pair-Share strategy, such as the teacher were giving the general topic in classrom, then students was thinking the topic individually, after that students built pair with friends to think together, and the last students were sharing the idea in the class with partner.

In control class, researcher used presentation method in speaking learning process. The steps of conventional method were such as the teacher explained the goal and prepared students, after that students made presentation of certain skill, followed the teacher to speak the topic together.

B. Population and Sample

1. Population

Population is a group of individuals who have the same characteristic.⁶⁶ Population refers to the entire set of actual or potential observational units.⁶⁷ In this research, the researcher took the population is the eighth grade students of MTs Negeri 5 Ponorogo in academic year 2017/2018. It consists of 168 students, who are students in six classes.

2. Sample

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁶⁸ This smaller number of the accessible population is called the sample.⁶⁹ It means that sample is part of population from which data is taken and sample is smaller than the population. Based on the statement, sample was used to make the process of data collection more effective, efficient, and objective conducted.

⁶⁶ John W. Creswell, *Research Design: Quantitative, Qualitative, and Mixed Methods Approaches* (California: SAGE, 2009), 142.

⁶⁷ Howard J Seltman, *Experimental Design and Analysis*, (2005), 34.

⁶⁸ John W. Creswell, *Research Design: Quantitative, Qualitative, and Mixed Methods Approaches* (California: SAGE, 2009), 142.

⁶⁹ M. Adnan Latief, *Research Methods on Language Learning; an Introduction* (Malang: UM Press, 2013), 181.

The members of eighth grade students of MTs Negeri 5 Ponorogo in academic year 2017/2018 are 168 students, and divided into six classes. So, the researcher needs to choose the sample that appropriate with research design. Finally the researcher used cluster random sampling to determine the research samples.

Cluster random sampling or sample area (group) is determined based on the sampling areas or groups that's exist in the population such as school, class, region and not individual.⁷⁰ It means the cluster sampling technique used to determine the sample in form of group or class.

The researcher chose two classes randomly that used in this research, and the students of those classes have same capabilities in speaking. The clusters in this research are VIII E class for control group, and VIII F for the experiment group. The numbers of students in VIII E class are 28 students, and VIII F class are 28 students.

C. Instrument of Data Collection

Instrument is a tool that used by a researcher in collecting the data in order that he or she works easier, the result is better, accurate, complete, and systematic, so that the data are easy to be processed. Data is most

⁷⁰ S. Margono, *Methodology Penelitian Pendidikan* (Jakarta: PT. Rineka Cipta, 1997), 127.

important thing in the research. To get the data, researcher has to arrange the instrument and technique data that are needed to collect data.

In this research, the researcher used test and documentation as instruments. According to Brown, test is a method of meaning a person's ability knowledge, or performance in a given domain.⁷¹ The data in this research are the result of test and taken from oral test. The test was used to analyze whether any significant difference about the students who were taught by Think-Pair-Share strategy on speaking ability and students taught conventional strategy on speaking ability in MTs Negeri 5 Ponorogo. Instrument of data collection is shown on this table.

Table 3.2 The Instrument of Research

Variable	Indicators	Instrument	Item of instrument
Speaking ability	The students can arrange oral descriptive text	Oral test	Describing about animals

⁷¹ H Douglas Brown, *Assessment Principles and Classroom Practice* (New York: Longman, 2000), 3.

Table 3.3 Analytical Scoring Rubric for speaking⁷²

Score	Accuracy			Fluency
	Grammar	Pronunciation	Vocabulary	
5	Virtually no grammar mistake or uses correct grammatical sentences or expression	Produce words pronunciation correctly and clearly	Use vocabulary widely and appropriately	Speak fluently with rare repetition
4	Occasional grammar slips or incorrect grammatical sentences or expression	Produce words with mostly correct pronunciation but sometimes there is any error	Good range of vocabulary	Speaks with occasional repetition
3	Make obvious grammar	Produce word with some	Adequate but not rich	Speaks at length or

⁷² Penny Ur, A Course in Language Teaching (New York: Cambridge University Press, 1996), 120

	mistake or make some grammar mistake	errors pronunciation	vocabulary	hesitantly with some repetition
2	Mistakes in basic grammar or no correct grammatical sentences or expression	May have many strong foreign accents or produce words with too many errors pronunciation	Has poor vocabulary	Speaks slowly and very hesitant with frequent repetition
1	Little or no language produced			Little or no communicati on

Then, the total score will be implemented by 5, as follows: $20 \times 5 = 100$.

D. Technique of Data Collection

The use of the right technique in collecting data is important to take the objective data. The technique of data collection in this research were by conducting documentation and test.

1. Documentation

Documentation is a way of getting information or data through notes, transcripts, books, newspaper, magazines, agenda, etc.⁷³ In other words, it can be stated that documentation is used to collect data through printed materials.

In this research, the documentation was used to archive data that will help researcher to collect the data. They were taken from students' result of the given test, teacher lesson's plan, and photograph of teaching-learning process. Besides that, researcher also got the data about students' name of VIII E and VIII F, the transcripts related the geographical history, vision, mission, and the goals of the MTs Negeri 5 Ponorogo.

2. Test

Test is a method of measuring a person's ability knowledge, or performance in a given domain.⁷⁴ Test is used to measure skills or abilities for the observed objects. Therefore, the researcher can measure the students ability easily.

In this research, researcher used test to gather about students speaking ability. The data were taken from oral test about describing

⁷³ Ibid., 231.

⁷⁴ Douglas Brown, *Assessment Principles and Classroom Practice* (New York: Longman, 2000), 3.

animals and the result of two group samples (VIII E class and VIII F class) of MTs Negeri 5 Ponorogo.

Then the research analyzed the test result to know the difference of the students speaking achievement and then interpreted it. A good instrument must fulfill two important of requirements, they are valid and reliable. Therefore, in this research, the instruments of data collection were validated by using the instrument of validity and reliability.

a. Validity

The one of important part of the test is validity. Validity is the correctness of the assesment.⁷⁵ Test validity will be defined here as the degree to which a test measure what it claim or purport, to be measuring.⁷⁶ Validity is the extent to which inferences made from assesment results are appropriate, meaningful, and useful in terms of the purpose of the assesment.⁷⁷ An instrument is called valid if has high validity while, an instrument called invalid if has low validity.

⁷⁵ M. Adnan Latief, *Research Methods on Language Learning; an Introduction* (Malang: UM Press, 2013), 223.

⁷⁶ James Dean Brown, *Testing in Language Program: a Comprehension Guide to English Language Assessment* (New York: Mc Graw Hill ESL, 2005), 220.

⁷⁷ H Douglass Brown, *Language Assessment: Principles and Classroom Practices*. (New York: Longman, 2000), 22

**Table 3.4 Students's Speaking Score for Measuring
Validity and Reliability**

No	Name	Pronun	Fluency	Grammar	Vocab	Total
1	Agustian H.S	15	15	15	15	60
2	Aris Sardana	15	15	10	15	55
3	Bagas dwi P.	20	15	20	20	75
4	Danang A.	15	15	10	15	55
5	Edy K.	15	15	15	15	60
6	Faikul I. S.	15	15	15	15	60
7	Fedhly S. P	20	20	15	20	75
8	Fitri N.	15	15	15	15	60
9	Hadi P.	15	15	15	15	60
10	Hidayatul N.	20	20	20	15	75
11	Iis Priyana	15	15	10	10	50
12	Intan S.	15	15	15	15	60
13	Irvan D.E	15	15	15	15	60
14	Isnaini A.	20	15	15	15	65
15	Khoirul H.	15	15	15	10	55
16	M. Bayu S.	15	15	15	15	60
17	M. Torriqul	15	15	15	15	60
18	Nanda D. P	20	15	20	15	70
19	Noval A. R	15	15	15	10	55
20	Novia U.	20	20	15	20	70
21	Nur Jannah	15	15	15	15	60
22	Rizakumala	20	15	15	15	65
23	Salamah	15	15	15	15	60
24	Sigit Prasetya	20	20	20.	15	75
25	Siti M.	15	20	15	20	70
26	Tasya F. W	20	10	15	15	60
27	Wahidah A.	15	15	15	15	60
28	Ziana N. A	20	20	15	15	70

To calculate it, the researcher used SPSS 16 program. The analyzed is used to find out the r_{xy} , then, consulted with r_{table} with

5% significance level for r product moment with df or db is $n-r$. The r index is 0,374. If the value of r_{xy} is higher than the value of r_{table} it mean that the item is valid. If the value of r_{xy} is lower that the value of r_{table} it mean that the item is invalid.

Table 3.5 The Result of Validity Calculation⁷⁸

Number of Item	r_{table}	r_{xy}	Criteria
Pronunciation	0,374	0,744	Valid
Fluency	0,374	0,667	Valid
Grammar	0,374	0,725	Valid
Vocabulary	0,374	0,650	Valid

The test then validity and reliability of the instrument, the researcher took a sample 28 respondents and uses 4 items of speaking test. Validity of the calculated item instrument to 4 items (Pronunciation, Fluency, Grammar, and Vocabulary) speaking variables, all item are valid.

b. Reliability

Reliability is concerned with the extent to which the measure would yield consistent results each time it is used.⁷⁹ In

⁷⁸ See Appendix 1

general, test reliability is defined as the extent to which the result can be considered consistent or stable.⁸⁰

In this research, the researcher used SPSS 16 program for windows to calculate it. The reliability of the test is measured by comparing result obtained score with r-score product moment. It mean that obtained score is higher than the table r-score, the test is reliable. The result of reliability test as follow:

Table 3.6 The Result of Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of items
.668	4

As a benchmark of high and low reliability, there are some indicators as follows: 0,800-1,000= very high, 0,600-0,799= high, 0,400-0,599= enough, 0,200-0,399= low, 0,000-0,0199= very low.

The calculation of result of reliability was the value of the students' variable reliability instruments is 0,668. Based on those indicators, it can be said that reliability of this instruments is high.

⁷⁹ Donald Ary, Lucy Cheser, and CristineK, *Introduction to Research in Education* (Wadsworth: Cengage Learning, 2010), 212.

⁸⁰ James Dean Brown, *Testing in Language Program: a Comprehension Guide to English Language Assessment* (New York: Mc Graw Hill ESL, 2005), 175.

E. Technique of Data Analysis

Analysis data is processing the data obtained by using formulas or rules that are applicable to research or design approach taken. The main data obtained are in the form of the students' score in English achievement in the post test. Post-test control group design that used in this research used to compare the mean score of experiment group that is treated by teaching English in young learners English and the mean score of control group that is learning English from islamic junior high school. The researcher used t-test to analysis the data. Before researcher use t-test, the researcher applied assumption t-test, namely normality test and homogeneity test.

1. Assumption Test Analysis

a. Normality test

Normality test was used to determine whether a data set was weel-modeled by a normal distribution or not, or to compute how likely the random variable is to be normally distributed.⁸¹ To better avoid mistakes the research uses some formula, there were: Kolmogorov-smirnov, lilifors, and chi square. The researcher

⁸¹ Retno Widyaningrum, *Statistika* (Ponorogo: Pustaka Felicha, 2014), 206.

chooses Kolmogorov-smirnov to calculation this research. The researcher using SPSS 16 program to analyzing normality test.

b. Homogeneity test

Homogeneity test use to know before we compare of groups. It is use to test homogeneity of variance in compared two or more group.⁸² Homogeneity test was to measure the data of population homogeneity or not. There are some formula that can be use is Harley test, Cochran test, and Bartlett test. The researcher chooses Harley test to calculation this research. The researcher using SPSS 16 program to analyzing homogeneity test.

2. Hypothesis Test

The data were collected and processed by comparing with the first data to see the whether there will be a significant difference score between the teaching speaking using TPS strategy and teaching speaking without using TPS strategy.

- a. T-test formula was used to analyze the main data of English test collected from experimental and control group. The result will be used to determine there is some the effect of Think-Pair-Share

⁸² Ibid., 212.

strategy on students speaking ability at eighth grade of MTs Negeri 5 Ponorogo. The researcher using SPSS 16 program to analyze t-test.

b. Formulated hypothesis

Ha : There is any significant difference speaking ability of the students who are taught by Think-Pair-Share and who are not taught by Think-Pair-Share.

Ho : There is not any significant difference speaking ability of the students who are taught by Think-Pair-Share and who are not taught by Think-Pair-Share.

In testing the hypothesis, the researcher used the standards or rules as follows:

1. If the probability value or Sig (2-tailed) < 0.05 or $t_{test} > t_{table}$,
Ha is accepted and Ho is refused.
2. If the probability value or Sig (2-tailed) > 0.05 or $t_{test} < t_{table}$,
Ha is refused and Ho is accepted.

CHAPTER IV

RESEARCH RESULT

This chapter presents the result of the research used in this study. It involves research location, data description, data analysis and discussion.

A. Research Location of the Research⁸³

1. General location

MTs Negeri 5 Ponorogo is one of education institution in Ponorogo stood on 1983 and on the year also this school has operated. The location of the school is on Jl Al-Basyari'ah 113, Pulosari, Jambon, Ponorogo.


MTs Negeri 5 Ponorogo was established in 1983, under the fund of the foundations of Al-Islam. At first Mts Al-Islam which was built in 1983 made up of community leaders, religious leaders, scholars and the Kyai in this district he is Kyai Ageng Basyariyah, in 1990 filial MTs Negeri Jetis, then in 1995 with No.SK Menag 515 A / 1995, on 25th November 1995 became to MTs Negeri Pulosari, and now became state of MTs Negeri 5 Ponorogo. The progress of this school was developed because of the good respons from society.

⁸³ See Appendix 2

MTs Negeri 5 Ponorogo is one of education institution which conducted UNBK/CBT in Ponorogo. It has adiwiyata predicate. Although this school already reached many achievements, it keeps the motivation to reach better achievements until national level.

2. School profile

a. Identity of school



NPSN : 20584869
Name of school : MTs Negeri 5 Ponorogo
Address of school : Jl. Al-Basyari'ah 113, Pulosari
Village : Pulosari
Sub-district : Jambon
Regency : Ponorogo
Province : East Java
Large of land : 4162 m²
Phone/fax : 0352 751267
Status of school : State
Accreditation grade : A

b. Leaders of school

Headmaster : IMRON ROSYIDI, S.Pd.MA.
Administration : ASAS KUNCORO AJI, S.Kom
Trasurer : ALFIAH RUMAISAH

c. Students of school

Table 4.1 Number students of school

	Class		
	VII	VIII	IX
Male	90	63	90
Female	69	55	74
Total	159	118	164
Group	6	5	6

Table 4.2 Conditions of school

Students total	441
Male student	243
Female student	198
Teachers	39
Total Rombel	17

3. Vision, mission, and goal of the MTs Negeri 5 Ponorogo

a. Vision

“Good attitude, Excellence in Achievement, and Care for the Environment”

b. Mission

1. Create a islamic junior high school based on values of religion, empathy, and intellectuality so as to cultivate the appreciation and practice of Islamic teachings, good attitude nuanced nationality.
2. Encourage skills acquisition and technology development so as to have the ability to face the challenges of life in the future.
3. Implement learning and guidance in an effective, creative, and innovative so as to develop their potential.
4. Grow spirit of excellence intensively to all madrasah citizens both in academic and non-akademic achievement.
5. Encourage and assist the islamic junior high school community to recognize their potential, so that it can develop optimally.
6. Instill a sense of responsibility towards yourself and others.
7. Inculcate a clean, green, healthy and beautiful life attitude (clean, green hygiene, and beautiful)

c. Goals of the school

1. The realization of islamic junior high school people to good attitude by greeting and shaking hands when meeting, praying when starting and ending learning, getting used to read the holy verses of Al-Quran and Asmaul Husna, praying duhur together and praying dhuha.

2. The manifestation of courteous attitude based on faith and piety towards God Almighty.
3. The creation of thinking skills (thinking skills) and able to develop technology, especially in the field of Information and Communication Technology (ICT).
4. Creation of learning quality, quantity of facilities and infrastructure that support the improvement of academic and non-academic achievement.
5. The realization of outstanding learners in Olympic / KSM and Scientific Work Competition at the district, provincial and national levels.
6. Realization of islamic junior high school citizens who can recognize their potential so that it can develop optimally.
7. The realization of a sense of responsibility towards yourself and others.
8. Realization of a clean, healthy, green and beautiful life attitude from all components of islamic junior high school.

d. Motto

"Achieving Endlessly" "Today must be better than yesterday"

"Clean, Beautiful, Shaded, Healthy My islamic junior high school"

"Clean the Heart, Clean the Soul and clean the environment".

B. Data Description

In this description, to get the data researcher conducted by giving oral test about the descriptive text to measure students speaking abilities. The researcher has two groups of the eighth grade students at MTs N 5 Ponorogo which the researcher gives a test. The two classes were divided into Experiment class and Control class. Every class will get pre-test and post-test. The students of control class just speak the descriptive text by using conventional strategy. While in the experiment class, the students get treatment by using Think-Pair-Share strategy in teaching speaking. It means that, there are pre-test score by using Think-Pair-Share strategy and post-test score after by Think-Pair-Share strategy. The researcher found the result of findings in the research explained as follows:

1. Time of the Research

This research was conducted in February until March 2018. The schedule for Experiment and Control class can be seen in the table below:

Table 4.3 Experiment Class Schedule

Date	Activities
February , 26 th 2018	Pre-test
March, 05 th 2018	First treatment
March, 06 th 2018	Second treatment
March, 13 th 2018	Post-test

Table 4.4 Control Class Schedule

Date	Activities
February , 23 th 2018	Pre-test
February, 26 th 2018	First treatment
March, 05 th 2018	Second treatment
March, 09 th 2018	Post-test

2. Procedure of Experimental Class

There is experiment class in this research. The researcher chooses the VIII F as the experiment class. The students of experiment class are 28 students. They had followed pre and post test conducted by the researcher.

Firstly, the students were given pre-test to make them in same condition or homogeneity before beginning the research. The form of test was objective. There were oral test about descriptive text about animals by taking 2 x 40 minutes to speaking the test. It was held on february, 26th 2018.

Secondly, the first treatment of Think-Pair-Share strategy held on march, 05th 2018. The material was descriptive text about person. The students used Think-Pair-Share on speaking class. There are several indicators that must be achieved in this lesson. After speaking process, the

students are required to be able to remember and review the lesson and vocabulary about the pictures.

Thirdly, the second treatment of Think-Pair-share held on march, 06th 2018. The material was descriptive text too, but had different picture with the first treatment. The students used Think-Pair-Share strategy on speaking class. There are several indicators that must be achieved in this lesson. After speaking process, the students are required to be able to remember and review the lesson and vocabulary about the pictures.

Fourthly, that was post-test. It was held on march, 13th 2018. It used to measure whether the Think-Pair-share strategy is success or not in teaching speaking.

a. The Result of Students’s Pre-test Score in Experiment Class

The table bellow showed the score of students’s pre-test before taught by using Think-Pair-share strategy.

Table 4.5 Students’s Pre-test Score of Experiment Class

No	Name	Pronun	Fluency	Grammar	vocab	Total
1	Afika S.	15	10	20	15	60
2	Alex Imam K.	15	15	15	20	65
3	Aria Dwi S.	20	15	20	15	70
4	Arum Galuh S.	20	10	10	15	55
5	Aufa Z. W.	15	15	15	15	60
6	Bayu Firnanda	15	15	20	15	65
7	Cici Wulandari	15	10	15	10	55

8	Dimas K.	15	15	15	15	60
9	Dwi Rohmah S.	20	15	15	15	65
10	Eva Murnia N.	15	10	15	10	50
11	Farras K.	15	20	15	20	70
12	Ghifari W. M	15	20	15	15	65
13	Hanafiyah S.	15	15	10	10	50
14	Hayyiklana M.	20	15	20	20	75
15	Hendrik S.	20	15	10	10	55
16	Ikomatu Alal A	15	10	15	20	60
17	Leni Febriani	15	15	10	10	50
18	Lusiani N. S	20	20	15	15	70
19	M. Wildan N.	15	20	15	15	65
20	Mesi Maharani	15	15	10	15	55
21	Mualifah Islam	15	15	15	15	60
22	M. Sifa Ullana	15	15	15	10	55
23	Retno Mika Z.	15	15	15	15	60
24	Siti Choirul U.	15	20	10	15	60
25	Syarifah Nur A.	20	15	10	15	60
26	Ulfa N. A.	15	15	10	15	55
27	Vivien Putri K.	15	20	20	20	75
28	Waqidatun N.	15	15	10	15	55

Based on data obtained from pre-test to 28 students indicated that the highest score for experiment class is 75; there are two students who got the highest score. The lowest score of the experiment class is 50; there are three students who have the lowest score. The result of students's speaking ability can be seen clearly on the following table:

Table 4.6 Frequency Distribution of Pre-test in Experiment

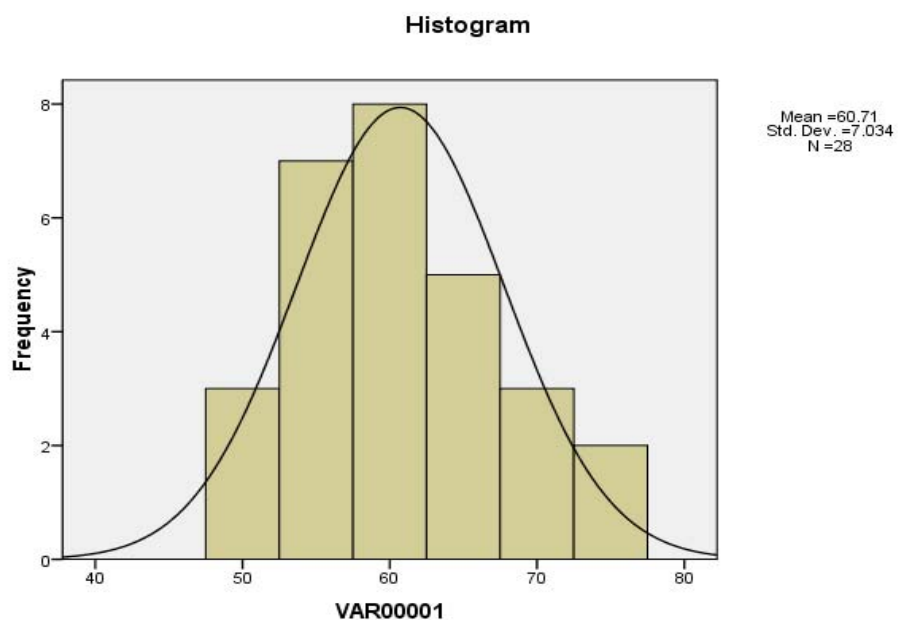
Class

Pre-test_experiment_class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	3	10.7	10.7	10.7
	55	7	25.0	25.0	35.7
	60	8	28.6	28.6	64.3
	65	5	17.9	17.9	82.1
	70	3	10.7	10.7	92.9
	75	2	7.1	7.1	100.0
	Total	28	100.0	100.0	

From the table above, it could be seen that the scores of students's speaking ability are vary. There were 10.7% or 3 students got score 50, 25% or 7 students got score 55, 28.6% or 8 students got score 60, 17.9% or 5 students got score 65, 10.7% or 3 students got score 70, and 7.1% or 2 students got score 75.

Based on the table above, the histogram can be seen:



7.034 = 67.744) is categorized into medium.

- c. Less than $M - 1.SD$ ($60.71 - 7.034 = 53.676$) or (53.676 rounded into 54) is categorized into low.

Thus it can be seen the scores more than 68 is considered into good, while the scores less than 54 is categorized into low and the scores between 54 until 68 are categorized into medium. Thus the categorized can be seen in the following:

Table 4.7 The Categorization Pre-test in Experiment Class

No	Score	Frequency	Percentage	Category
1	More than 68	5	18%	Good
2	Between 54-68	20	71%	Medium
3	Less 54	3	11%	Less
Total		28	100%	

From the categorization above, it can be seen that the students' speaking ability scores are 18% in the good category, 71% in a medium category, and 11% in low category.

b. The Result of Students's Post-test Score in Experiment Class

The table below shows the score of students's post-test after they are taught by Think-Pair-Share strategy.

Table 4.8 Students's Post-test Score of Experiment Class

No	Name	Pronun	Fluency	Grammar	Vocab	Total
1	Afika S.	20	20	20	20	80
2	Alex Imam K.	25	20	20	20	85
3	Aria Dwi S.	20	20	20	20	80
4	Arum Galuh S.	20	20	15	20	75
5	Aufa Z. W.	25	20	20	20	85
6	Bayu Firnanda	20	20	20	15	75
7	Cici Wulandari	20	20	20	15	75

8	Dimas K.	20	20	20	20	80
9	Dwi Rohmah S.	20	25	20	20	85
10	Eva Murnia N.	15	20	15	15	65
11	Farras K.	20	20	20	15	75
12	Ghifari W. M	25	25	20	20	90
13	Hanafiyah S.	15	20	15	15	65
14	Hayyiklana M.	25	25	20	20	90
15	Hendrik S.	20	20	20	15	75
16	Ikomatu Alal A.	25	25	20	20	85
17	Leni Febriani	20	20	15	15	70
18	Lusiani N. S	20	20	20	20	80
19	M. Wildan N.	20	25	20	20	85
20	Mesi Maharani	20	15	20	15	70
21	Mualifah Islam	20	20	20	20	80
22	M. Sifa Ullana	15	20	20	15	70
23	Retno Mika Z.	20	20	20	20	80
24	Siti Choirul U.	20	20	20	15	75
25	Syarifah Nur A.	20	20	20	20	80
26	Ulfa N. A	20	15	20	20	75
27	Vivien Putri K.	25	20	25	20	90
28	Waqidatun N.	20	20	20	20	80

Based on data obtained from post-test to 28 students indicated that the highest score for experiment class is 90; there are only three students who got the highest score. The lowest score of the experiment class is 65; there are two students who have the lowest score. The result of students's speaking ability can be seen clearly on the following table:

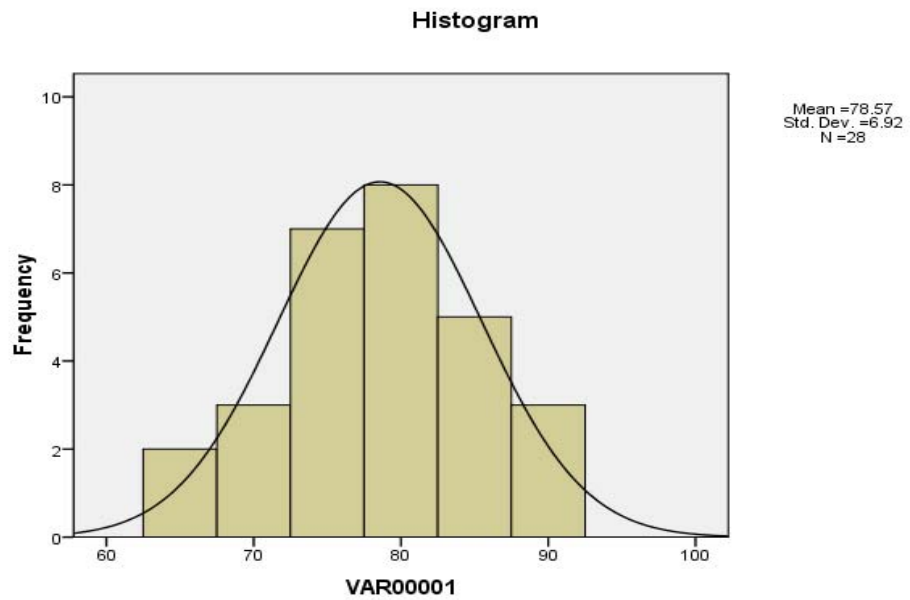
**Table 4.9 Frequency Distribution of Post-test in
Experiment Class**

Post-test_Experiment_class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 65	2	7.1	7.1	7.1
70	3	10.7	10.7	17.9
75	7	25.0	25.0	42.9
80	8	28.6	28.6	71.4
85	5	17.9	17.9	89.3
90	3	10.7	10.7	100.0
Total	28	100.0	100.0	

From the table above, it could be seen that the scores of students's speaking ability were vary. There were 7.1% or 2 students got score 65, 10.7% or 3 students got score 70, 25% or 7 students got score 75, 28.6% or 8 students got score 80, 17.9% or 5 students got score 85, and 10.7% or 3 students got score 90.

Based on the table above the histogram, the histogram can be seen in as follow:



- f. Less than $M - 1.SD$ ($78.57 - 6.92 = 71.65$) or (71.65 rounded into 72) is categorized into low.

Thus it can be seen the scores more than 85 is considered into good, while the scores less than 72 is categorized into low and the scores between 72 until 85 are categorized into medium. Thus the categorized can be seen in the following:

Table 4.10 The Categorization Post-test in Experiment Class

No	Score	Frequency	Percentage	Category
1	More than 85	3	11%	Good
2	Between 72-85	20	71%	Medium
3	Less 72	5	18%	Less
Total		28	100%	

From the categorization above, it can be seen that the students' speaking ability scores are 15% in the good category, 78% in a medium category, and 10% in low category.

3. Procedure of Control Class

There is control class in this research. The researcher conduct the VIII E as the control class. The students of control class was 28 students.

They had followed pre and post test that conducted by the researcher.

In this control class which applying presentatiom method. It is trying to make teaching and learning process naturally, so the result of students describes the capability of the students truly. There are every meeting for the class is 2 x 40 minutes.

First, the first meeting students were given pre-test; it was hold on february, 23th 2018. The test is oral test in descriptive text about animals.

Secondly, researcher teaching material with presentation strategy on february, 26th 2018. The material was descriptive text. The teacher explains definitions, functions, generic structure and language feature of descriptive text.

Thirdly, the material was descriptive text too held on march, 05th 2018. The researcher reviews it materials. Then, researcher ask some students to review the material about descriptive text.

Fourthly, that was post-test. It was hold on march, 09th 2018. The test of post-test is oral test in descriptive text about animals.

a. The result of Students' Pre-test Score in Control Class

The table below shows the score of students's pre-test taught by conventional strategy

Table 4.11 The Students's Pre-test Score of Control Class

No	Name	Pronun	Fluency	Grammar	Vocab	Total
1	Abyan H. D	15	15	15	15	60
2	Afifah Melani P.	15	10	15	10	50
3	Ariska K.	15	15	10	15	55
4	Aulia Nur H.	15	20	15	15	65
5	Bagus Dwi S.	15	15	15	15	60
6	Dina Trimurti	20	10	15	15	60
7	Feby Ardila	15	15	15	10	55
8	Fita Agustiani	20	15	20	20	75
9	Frendy Prayoga	15	20	15	15	60

10	Galih Satriatama	20	20	20	15	75
11	Hambudi A.	15	15	15	10	55
12	Hanafi A. B	15	10	20	15	60
13	Iin Triska S.	15	10	15	15	55
14	Imam Syafi'i	20	20	15	15	70
15	Juni Handriyan	20	20	15	20	75
16	Khusnul K.	15	15	10	15	55
17	Kusnaini Salasa	20	15	20	15	70
18	M. Ambar A.	20	15	15	15	65
19	Pramudita R.	15	15	15	15	60
20	Putri P.	15	15	20	15	65
21	Ridho Eko P.	15	15	20	10	60
22	Riki Irawan	15	15	15	20	65
23	Syamsul Huda	20	15	20	15	70
24	Vina Agustria A	15	15	15	10	55
25	Warisatul K.	15	15	20	15	65
26	Wulandari	20	20	15	15	70
27	Yoga F. S	15	15	15	20	65
28	Zeky Vratama	15	15	15	20	65

Based on data obtained from pre-test to 28 students indicated that the highest score for control class is 75; there is only three students who got the highest score. The lowest score of the control class is 50; there is just one student who have the lowest score. The result of students's speaking ability can be seen clearly on the following table:

Table 4.12 Frequency Distribution of Pre-test in Control

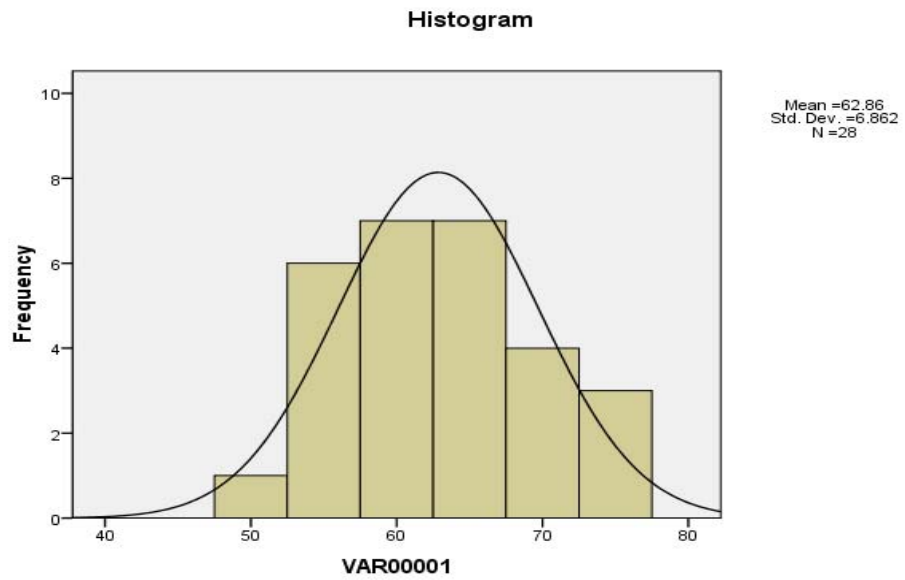
Class

Pre-test_Control_class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	3.6	3.6	3.6
	55	6	21.4	21.4	25.0
	60	7	25.0	25.0	50.0
	65	7	25.0	25.0	75.0
	70	4	14.3	14.3	89.3
	75	3	10.7	10.7	100.0
	Total	28	100.0	100.0	

From the table above, it could be seen that the score of students's speaking ability were vary. There were 3.6% or 1 student got score 50, 21.4% or 6 students got score 55, 25% or 7 students got score 60, 25% or 7 students got score 65, 14.3% or 4 students got score 70, and 10.7% or 3 students got score 75.

Based on the table above, the histogram can be seen in as follow:



3. Less than $M - 1.SD$ ($62.86 - 6.862 = 55.998$) or (55.998 rounded into 56) is categorized into low.

Thus it can be seen the scores more than 70 is considered into good, while the scores less than 56 is categorized into low and the score between 56 until 70 are categorized into medium. Thus the categorized can be seen in the following:

Table 4.13 The Categorization Pre-test Control Class

No	Score	Frequency	Percentage	Category
1	More than 70	3	11%	Good
2	Between 56-70	18	71%	Medium
3	Less 56	7	18%	Less
Total		28	100%	

From the categorization above, it can be seen that the students' speaking ability scores are 11% in the good category, 71% in a medium category, and 18% in low category.

b. The Result Students' of Post-test Score in Control Class

The table below shows the score of students's pre-test taught by presentation strategy.

Table 4.14 Students' Post-test Score of Control Class

No	Name	Pronun	Fluency	Grammar	vocab	Total
1	Abyan H. D	20	15	15	20	65
2	Afifah Melani P.	20	15	15	15	60
3	Ariska K.	15	15	15	15	60
4	Aulia Nur H.	15	20	15	15	70
5	Bagus Dwi S.	20	15	15	20	70
6	Dina Trimurti	20	20	20	15	65
7	Feby Ardila	20	15	20	15	60
8	Fita Agustiani	15	20	20	20	85

9	Frendy Prayoga	20	15	20	15	65
10	Galih Satriatama	25	20	20	20	80
11	Hambudi A.	20	15	20	15	60
12	Hanafi A. B	20	15	20	20	65
13	Iin Triska S.	20	10	20	15	65
14	Imam Syafi'i	20	15	20	20	75
15	Juni Handriyan	20	25	15	20	80
16	Khusnul K.	20	20	15	15	65
17	Kusnaini Salasa	20	20	20	15	75
18	M. Ambar A.	20	20	20	15	70
19	Pramudita R.	20	15	15	20	65
20	Putri P.	20	20	20	25	75
21	Ridho Eko P.	20	15	15	15	70
22	Riki Irawan	20	15	20	20	70
23	Syamsul Huda	20	20	20	20	75
24	Vina Agustria A	15	15	15	15	65
25	Warisatul K.	20	20	15	20	65
26	Wulandari	20	20	15	20	85
27	Yoga F.S	20	20	15	15	70
28	Zeky Vratama	15	15	20	20	70

Based on data obtained from post-test to 28 students indicated that the highest score for control class is 85; there is two students who got the highest score. The lowest score of the control class is 60; there is two students who have the lowest score. The result of students's speaking ability can be seen clearly on the following table:

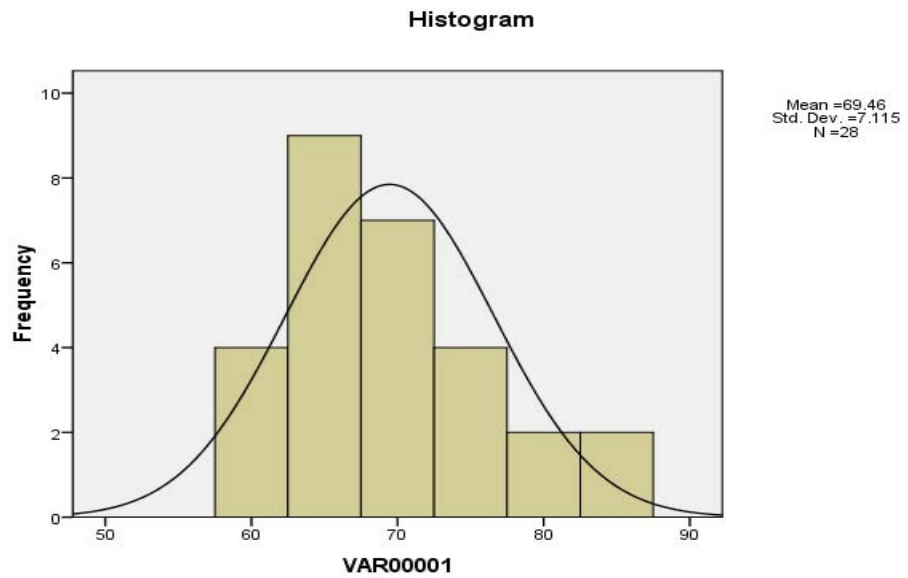
Table 4.15 Frequency Distribution of Post-test in Control Class

Post-test_Control_Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	4	14.3	14.3	14.3
65	9	32.1	32.1	46.4
70	7	25.0	25.0	71.4
75	4	14.3	14.3	85.7
80	2	7.1	7.1	92.9
85	2	7.1	7.1	100.0
Total	28	100.0	100.0	

From the table above, it could be seen that the scores of students's speaking ability were vary. There were 14.3% or 4 students got score 60, 32.1% or 9 students got score 65, 25.0% or 7 students got score 70, 14.3% or 4 students got score 75, 7.1% or 2 students got score 80, and 7.1% or 2 students got score 85.

Based on the table above, the histogram can be seen in as follow:



6. Less than $M - 1SD$ ($69.46 - 7.115 = 62.345$) or (62.345 rounded into 62) is categorized into low.

Thus it can be seen the scores more than 77 is considered into good, while the scores less than 62 is categorized into low and the score between 62 until 77 are categorized into medium. Thus the categorized can be seen in the following:

Table 4.16 The Categorization Post-test Control Class

No	Score	Frequency	Percentage	Category
1	More than 77	4	14%	Good
2	Between 62-77	20	72%	Medium
3	Less 62	4	14%	Less
Total		28	100%	

From the categorization above, it can be seen that the students' speaking ability scores shows that 14% in the good category, 72% in a medium category, and 14% in low category.

C. Data Analysis

1. Assumption Test

a) Normality Test

Assumption test analysis conducted as the prerequisite for testing hypothesis. It can be done by conducting normality test. Normality test is used to find out whether the data are normally distributed or not. Conducting the data are in normal distribution or not, the highest value of significance correction is consulted to Kolmogorov-Smirnov table. If the highest value of statistic is lower

than the value of Kolmogorov-Smirnov table for 5% level of significance, it can be concluded that the data are in normal distribution. While, if the highest value of statistic is higher than the Kolmogorov-Smirnov table for 5% significance, it can be concluded that the data are not in normal distribution.

In this research, the researcher used Kolmogorov-Smirnov formula and the calculation by using SPSS 16 program as following:

1) Experiment Class Normality Testing

Table 4.17 Experiment Class Normality Testing

One-Sample Kolmogorov-Smirnov Test		Experiment_Class
N		28
Normal Parameters ^a	Mean	78.57
	Std. Deviation	6.920
Most Extreme Differences	Absolute	.153
	Positive	.133
	Negative	-.153
Kolmogorov-Smirnov Z		.811
Asymp. Sig. (2-tailed)		.527
a. Test distribution is Normal.		

Based on the calculation above, it can be seen that data of experiment class is normally distributed. It can be seen from the value of Sig. (2-tailed) that is upper than α ($0,527 > 0,05$).

2) Control Class Normality Testing

Table 4.18 Control Class Normality Testing

One-Sample Kolmogorov-Smirnov Test		Control_Class
N		28
Normal Parameters ^a	Mean	69.46
	Std. Deviation	7.115
Most Extreme Differences	Absolute	.199
	Positive	.199
	Negative	-.122
Kolmogorov-Smirnov Z		1.053
Asymp. Sig. (2-tailed)		.217
a. Test distribution is Normal.		

Based on the calculation above, it can be seen that data of experiment class is normally distributed. It can be seen from the value of Sig. (2-tailed) that is upper than α ($0.217 > 0,05$).

b) Homogeneity Test

Homogeneity test was used to decide whether a test was homogeneous or not. It was important because the similarity of both groups would influence the result of test. However, homogeneity of a test was used as requirement to calculate t_{test} . The calculation by using SPSS 16 program as following:

Table. 4.19 The Homogeneity of Variances

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
.619	5	22	.687

From the table above, showed the result of homogeneity test. It could be seen from the value of Sig. that is upper than a ($0,687 > 0,05$). It means that both, experiment and control class were homogeneous.

2. Testing Hypothesis

The researcher calculated t-test by using SPSS 16 program to found out if there was a significant or not. Before calculating t-test, the data should have normal distribution and homogeneity. Post-test of control and experiment class were normally distributed and homogeneous. The researcher conducted t-test calculation by using SPSS 16 program. The result of calculation as follow:

Table 4.20 The Mean Score Experiment and Control Class

Group Statistics				
Class	N	Mean	Std. Deviation	Std. Error Mean
Experiment	28	78.57	6.920	1.308
Control	28	69.46	7.115	1.345

Based on the table above, the result of data analysis showed that the mean score of students speaking who are taught by Think-Pair-Share strategy (experiment class) was 78.57. It was higher than the result of the mean score of students's speaking who are not taught by Think-Pair-Share strategy (control class) was 69.46.

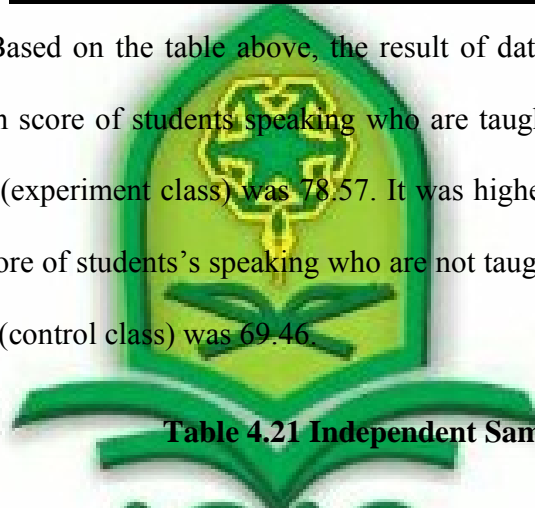


Table 4.21 Independent Sample Test

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score Equal variances assumed	.000	.991	4.855	54	.000	9.107	1.876	5.347	12.868

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score Equal variances assumed	.000	.991	4.855	54	.000	9.107	1.876	5.347	12.868
Equal variances not assumed			4.855	53.958	.000	9.107	1.876	5.347	12.868

From the table above, it could be seen that the value of t_{test} is 4.855 and the degree of freedom was 54. The value of significance 5% of t_{table} of $db=54$ is 2.01. To interpret the table above, the researcher formulates the test of hypothesis as follows:

H_a : There is any significant different speaking ability of the students who are taught Think-Pair-Share

H_o : There is no any significant different speaking ability of the students who are taught Think-Pair-Share.

The research result shows the value of $t_{\text{test}} = 4.855$ and the value of t_{table} with $db=54$ was 2.01. It means that the $4.855 > 2.01$. Therefore, H_0 rejected and H_a accepted. It can be concluded that there was significance between the students who are taught by Think-Pair-Share strategy and the students who are not taught by Think-Pair-Share strategy.

D. Discussion

The research is conducted to find the effective of teaching strategy, especially in teaching speaking. It has been discussed that Think-Pair-Share strategy is one of effective strategy which can be applied in teaching and learning process. The discussion of this research discuss that the use of Think-Pair-Share strategy is effective in teaching speaking. Furthermore, Think-Pair-Share strategy is designed to make the students easier to speak English and be brave to speak English in the classroom.

Hypothesis test (t_0) at 4.855 from the table above would be compared to the “t” index (t_0) with the condition state below:

1. If the $t_0 \geq t_t$. H_a was accepted. It means that there was a significant difference between two variables.
2. If the $t_0 \leq t_t$. H_a was rejected. It means that there was no significant difference between two variables.

To determine the value of t_t , the researcher was checking d_b and consulted with t_t score:

$$D_b = (n_1 + n_2) - 2$$

$$(28 + 28) - 2$$

$$(56 - 2 = 54)$$

At the significant standard 5%, the values of t_t is 2,01. Then the value of t_0 is compared to the value of t_t . The value of t_0 is 4,855 and t_t is 2,01. So, $t_0 \geq t_t$ and it means that H_a is accepted and H_0 is rejected.

From the calculation above, it can be seen that the students who are taught by Think-Pair-Share (TPS) got better score than the students who are not taught by Think-Pair-Share (TPS). So, the researcher concluded that there was a significant difference in teaching speaking between students taught by using Think-Pair-Share strategy and the students not taught by Think-Pair-Share strategy. In other word, Think-Pair-Share strategy was effective on teaching speaking in the eighth grade at MTs Negeri 5 Ponorogo in academic year 2017/2018.

CHAPTER V

CLOSING

A. Conclusion

Based on the data described previously, the researcher can draw the conclusion that there is significant difference of using Think-Pair-Share strategy in teaching speaking at eighth grade students of MTsN 5 Ponorogo in academic year 2017/2018. The students who were taught by using Think-Pair-Share strategy have better scores than those who were not taught using by Think-Pair-Share strategy. It can be proved by the result of the mean score of the post test from experimental group is higher (78.57) than mean score of post-test from controlled group (69.46). It has been found that the comparison value (t_0) between students' speaking ability who are taught by using Think-Pair-Share strategy and who are not is 4.855. This is higher than " t_t " value in the table, which is $t_t = 2.01$ at the level significant 5% whit $db=54$. So, H_a is accepted. In other word, Think-Pair-Share strategy is effective on speaking ability in the eighth grade at MTs Negeri 5 Ponorogo in academic year 2017/2018.

B. Suggestion

Considering the conclusion above, the researcher would like to suggest:

a. Teachers

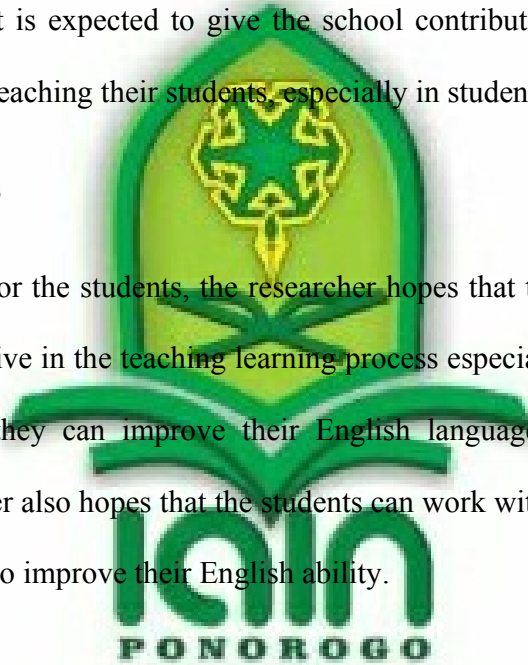
For the teacher, they should be creative in choosing the strategy in teaching English especially in teaching speaking. The teacher should choose the appropriate strategy that can make the students interested and enjoy the teaching learning. So, the students can be improve their English ability. It is expected to give the school contribution for teacher to help them in teaching their students, especially in students's speaking ability.

b. Students

For the students, the researcher hopes that the students have to be more active in the teaching learning process especially in English learning so that they can improve their English language ability. Besides, the researcher also hopes that the students can work with everyone in the class in order to improve their English ability.

c. Readers

For the readers, the result of this research is hoped to be useful as an additional reference for a further research which concerns with English teaching speaking.



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