USING THE THINK-PAIR-SHARE TECHNIQUE TO IMPROVE STUDENTS' SPEAKING ABILITY AT SMP NEGERI 4 NGAGLIK GRADE VIII IN THE ACADEMIC YEAR OF 2012/2013

A Thesis

Presented as a Partial Fulfillment of the Requirement for the Attainment of the Degree of
Sarjana Pendidikan in English Language Education

By

Nenty Lisa Adhiarsih

08202244047

DEPARTMENT OF ENGLISH EDUCATION

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APPROVAL SHEET

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Nenty Lisa Adhiarsih
08202244047

Approved on December 16, 2012

First Consultant,

Dra.Rahmi D. Andayani, M.Pd
NIP 19640201 198803 2 002

Second Consultant,

B. Yuniar Diyanti, M.Hum.
NIP 19790626 200501 2 001

RATIFICATION SHEET

USING THE THINK-PAIR-SHARE TECHNIQUE TO IMPROVE STUDENTS' SPEAKING ABILITY AT SMP NEGERI 4 NGAGLIK GRADE VIII IN THE ACADEMIC YEAR OF 2012/2013
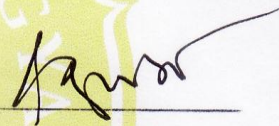
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Nenty Lisa Adhiarsih (08202244047)

Accepted by the Board of Examiners of the Faculty of Language and Arts of State University of Yogyakarta on December 26, 2012 and declared to have fulfilled the requirements of the attainment of a *Sarjana Pendidikan* Degree in the English Language Education.
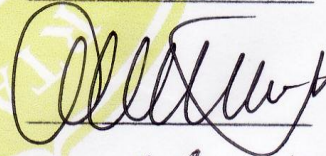
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Chairman : Dr. Agus Widyantoro, M.Pd. _____

Secretary : B. Yuniar Diyanti, M.Hum. _____

Examiner I : Margana, M.A., M.Hum. _____

Examiner II : Dra. Rahmi D. Andayani, M.Pd. _____

Yogyakarta, December 26, 2012
Faculty of Languages and Arts
State University of Yogyakarta
Dean,

Prof. Dr. Zamzani, M. Pd.
NIP 19550505 198011 1 001

:

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PERNYATAAN

Yang bertanda tangan di bawah ini,

Nama : Nenty Lisa Adhiarsih
NIM : 08202244047
Program Studi : Pendidikan Bahasa Inggris
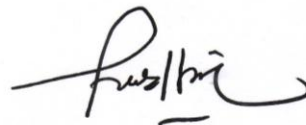Fakultas : Bahasa dan Seni
Judul Skripsi :

USING THE THINK-PAIR-SHARE TECHNIQUE TO IMPROVE STUDENTS' SPEAKING ABILITY AT SMP NEGERI 4 NGAGLIK GRADE VIII IN THE ACADEMIC YEAR OF 2012/2013

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 26 Desember 2012
Penulis

Nenty Lisa Adhiarsih

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MOTTOS

All successful people are big dreamers. They imagine what their future

could be, ideal in every respect, and then they work every day toward

their distant vision, that goal or purpose.

(Anonymous)

That is what learning is. You suddenly understand something you've

understood all your life, but in a new way

(Dorris Lessing)

It awlays seems impossible until it's done

(Nelson Mandela)

DEDICATIONS

In the name of Alloh, I dedicate my thesis for:

My amazing mother, Aminah, S. Pd., M.M.

My beloved father, Agus Surono, B.Sc.

My gorgeous sister and brother, Tika and Agil

My dearest one, Sony Agus Prasetyo

And all my best friends

You are my greatests rewards.

Thanks for always standing by my side and trusting me to be who I am.

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For the research and process of collecting data, I feel a deep sense of gratitude to the English teacher of SMP N 4 Ngaglik, Ibu Leginah, for his support and kindness over the process of collecting data. I also appreciate all students of VIII C for being very nice and supportive. Later on, they will realize how meaningful their support and help are for me.

At last, I realize that nothing is perfect. Thus, any criticisms, ideas, and suggestions for improvement of this thesis are highly appreciated. I also expect that this thesis will be useful for the English teaching and learning process and for the readers.

Yogyakarta, November 27, 2012

Nenty Lisa Adhiarsih

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ABSTRACT

USING THE THINK-PAIR-SHARE TECHNIQUE TO IMPROVE STUDENTS' SPEAKING ABILITY AT SMP NEGERI 4 NGAGLIK

By
Nenty Lisa Adhiarsih
08202244047

This action research was aimed at improving the speaking skills of the grade VIII students of SMP N 4 Ngaglik through think-pair-share technique. It attempted to answer the question of *How can think-pair-share technique improve the learning process of speaking English in class VIII at SMP Negeri 4 Ngaglik in academic year of 2012/2013?*

The participants of this study were grade VIII students of SMP N 4 Ngaglik in the academic year of 2012/2013. This study, which lasted for 6 meetings, was carried out in two cycles by employing various instruments for gathering data such as questionnaires, field notes, and interviews. In analysing the data, the following steps were applied systematically: 1) determining the thematic concern-reconnaissance, 2) planning, 3) action and observation, and 4) reflection.

Based on the research findings the use of think-pair-share technique in this study successfully improved the students' speaking skills. The 34 students who were classified as students who had 'learned' performance in the pre-test successfully improved their speaking skills so that they were included to have 'exemplary' performance in the post-test. The think-pair-share technique were also effective in improving the students' motivation, self-confidence, awareness, and involvement. Besides those findings, the researcher found that using classroom English, improving students' self-confidence by preparing the students to speak spontaneously and giving rewards to motivate the students were demanding. To conclude, this study suggested that several stages in using the think-pair-share technique should be carried out systematically in order to maximize the learning outputs.

CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, and the significance of the study.

A. Background of the Study

English becomes the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. In globalization era, English is a universal language in several fields, for instance; education, business, politics, and tourism. English is also considered as an International language. It has a lot of functions, one of them is a bridge to cross many areas: culture, religion, education, nationality and many others. These special characteristics of English make the language have special place to be learnt in the world, especially Indonesia.

English position in this country is a foreign language. The curriculum mentions that English is one of compulsory subjects that should be taught from elementary school to university. Although the curriculum mentions that role, many kindergartens also give English subject to their students.

Indonesian curriculum has four major skills which have to be taught in English teaching and learning process. They are listening, speaking, reading and writing. Recently, speaking has played an increasingly important role in second/foreign language settings. Speaking skill is a cognitive process that is integrated with other skills: listening, reading, and writing. Nowadays, every profession requires some kind of communicative competence. The nature of speaking presents itself in various forms: discussion, presentation, negotiation and

even debate. Actually all skills are equally important and so is speaking skills to communicate with people or person in job and normal live environment. If people are being trained in reading, writing and listening, they are prepared for speaking as well.

Bailey (2006) states that teaching speaking is sometimes considered as a simple. Commercial language schools around the world hire 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. There are some key contrasts between spoken language and written language (van Lier, 1995). From those differences between writing and speech, we can see why people who learn a foreign language largely from textbooks often sound bookish when they speak.

According to the 2006 English Curriculum and its supplement, theemphasis of the curriculum is that the students are able to communicate in English by mastering the whole skills. However, it is not easy to master all the skills, there must be one important skill that covers the whole skills. In this case, the students must study hard to master it and the teacher should create a good atmosphere in class. However, it is contrary to the realsituation in class. Speaking activities do not work in class because many factors prevent students from speaking English with their friends. They are afraid of making mistakes, of being laughed at by his or her friends and of having lack of confidence in their ability.Based on thestatement above speaking is the most important skill that should be mastered by students in order to communicate in English fluently.

This condition is also found at SMP NEGERI 4 NGAGLIK GRADE VIII, Sleman. Since it is categorized as the most difficult skill, the researcher wants to

conduct some efforts to settle the problem and improve the learning process of speaking in that class.

B. Identification of the Problem

In identifying the problems, two activities were carried out namely observing the English teaching and learning process in the classroom and interviewing the English teacher and the students. The problems usually come from the quality of the speaking skills for elementary school such as, the teacher,the students, the technique, the material, the media, the activity and the evaluation of the teaching and learning process.

The first problem is related to the teacher. In most of the teaching time, the teacher just focused on delivering the materials and paid less attention to the students' motivation. The teacher did not present the materials by using interesting activities, many students were noisy and talked with other friends. The teacherdid not stop them, so the English teaching and learning process was not effective.

The second problem is related to the students. The students had less motivation to learn English. They thought that English was a very difficult subject. The students were less discipline, so they only wanted to learn something they liked. The students also had very low motivation because the teacher never gave them interesting activities to learn English.

The third problem related to the technique of the teaching and learning process. The technique used in the teaching and learning process was not appropriate to improve the students' speaking skill. The technique that is used in the class was not motivating the students to speak in English. For example, the students did not have opportunity to speak in English, so they could not improve their speaking skill.

The fourth problem related to the material. The material presented for the students mostly based on the course book. That was not appropriate to improve the students speaking skill because most of the material was only in form of "filling in the blank" and multiple choices. The material for speaking skill was very specific and the teacher had to make a specific material for improving the students' speaking skill.

Fifthly, the problem is related to the media. The media used by the teacher in every meeting were only course book and black board. In that school, there were a tape recorder, a CD player, and a monitor, but the teacher never used the media for improve the students speaking skill. The media were very appropriate to drive the students interest in learning English.

Sixthly, the problem is related to the activity. There were many activities that could improve students speaking skill, but the teacher did not use the activities in all teaching time. The teacher always wrote the material in the blackboard and asked the students to make a note in their books. After that, the teacher gave the students assignment taken from the course book. This activity was done in every meeting.

The last problem is related to the evaluation of the teaching and learning process. The teacher evaluated the teaching and learning process by asking the students to do some tasks according to the course book. The evaluation fors peaking skill never did in all teaching time. So, the teacher did not have speaking assessment.

C. Limitation of the Problem

Based on the background and identification of the problem, it is impossible to discuss all the problems above. It is not possible for the researcher to include all of the factors due to the limitation infinishing this research.

There are a variety of strategies to involve and engage students in speaking activities. Cooperative learning is one of the strategies. Flowers & Ritz (1994) define cooperative learning as teaching strategy where teams of two or more work together on learning tasks. Each member of the team brings special talents to the group, i.e., concrete or analytical abilities or others. Also other team members cooperate on the achievement of the tasks and learn from each other. As a result, students learn both academic and social skills from a cooperative learning environment. In other words, cooperative learning stresses academic skill of the students or the students' achievement that clearly defined curricular goals. Furthermore, cooperative learning aims at increasing students' academic achievement through a good social relationship with one another in a classroom.

Joubert (1997) describes cooperative learning as a structured instructional strategy which emphasizes active learning through interpersonal interaction, where students act as partners with the teacher and each other. The role players in cooperative learning are therefore teacher and students.

Furthermore, the results of using Cooperative Learning strategy show that students who have opportunities to improve academic performance, lead to great motivation toward learning, to increase time on task, to improve self-esteem, and to lead to more positive social behaviors (Yahya & Huie, 2006).

From various benefits of cooperative learning for students, this study, therefore, proposes to improve students' speaking skills by using cooperative learning strategy. Among a number of cooperative learning stragies, Think- Pair-Share is chosen to be applied in the classroom to improve students' speaking skills. Think-Pair-Share is a strategy developed by Lyman and associates (1985) to provide students with "food for thought" on given topics, enabling them to formulate individual ideas and share these ideas with another student (Instructional Strategies: 2004).

Thus, the problem that was investigated in this researchwas limited in activity problem that was improving students' speaking skills through think-pair-share technique. Based on the background and the identification of the problem,the problem of this research was focused on the investigation to find out whether think-pair-share technique could effectively improve the teaching of English speaking inclass VIII at SMP N 4 Ngaglik, Yogyakarta. This study also investigated the use of think-pair-share technique which could improve the students' speaking skills in that school.

D. Formulation of the Problem

The formulation of this research can be formulated as follows: **How can think-pair-share technique be implemented to improve the learning process of speaking English in class VIII at SMP Negeri 4 Ngaglik in the academic year of 2012/2013?**

E. Objective of The Study

In relation to the formulation of the problem, this research is aimed at improving how a think-pair-share technique activity is implemented to improve the teaching ofspeaking skills of gradeVIII students of SMP N 4 Ngaglik, Yogyakarta.

F. Research Significance

This research is expected to give some benefits. The first benefit is to the English teachers. The result of the study is useful for the English teachers of Junior High School to stimulate the activity in building students'speaking competence, so that they feel happy in learning English. The result can be used to evaluate their teaching in advance, so theycan make new methods in building their students' confidence in learning English. The second benefit is to English Language Education Department of State University of Yogyakarta. The result of this study will encourage other students of the English Language Education to conduct similar research. The result can be the material in certain subjects such as English Methodology, English Instructional Technique,etc.

CHAPTER II
LITERATURE REVIEW

In the literature review, the researcher discusses some theories and research studies which are relevant to the topic.

A. LITERATURE REVIEW

1. The English Language Teaching and Learning of Speaking Skill

a. The Nature of Speaking

Speaking has an important part in human life. People use their speaking skill in order to communicate with others. Speaking is one of four language skills that are important to be completed.

According to Chaney (1998), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Whereas Djiwandono (1996: 68) defines speaking as active activity of someone in using language to express himself orally. He adds, an oral message consists of some words constructed grammatically that are spoken by the speaker correctly, so the listener can obtain and understand the meaning of the message organized-well.

Also, Florez (1999) as cited in Bailey (2004) says that speaking is about the concept of meaning in terms of delivering, accepting, and processing the information. Speaking is unplanned process, where the process can start and finishing any situation. Bailey (2004) argues that speaking is a basic human skill, because people speak persistently, and almost stops to investigate the processes involved. Pinter (2006) states that one of the biggest defiance for language learnersis producing the language fluently and accurately like native speaker. This

is become a problem because the language learners have to practice a lot and also they have to think and speak the target language togetherness.

Cameron (2001) says that speaking is the active use of language to express meanings so that other people can make sense of them. To speak in the foreign language in order to share understandings with other people requires attention to precise details of the language. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely andneeds to organize the discourse so that a listener will understand. Speaking is so demanding, require careful and plentiful support of various types, not just supportfor understanding, but also support for production.

Harmer (2007) also states that when speakers want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. They will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational and conversational repair strategies. They will need to be able to survive in typical functional exchanges, too.

Based on the previous definitions, it can be synthesized that speaking is the process of sharing with another person, or with other persons, one knowledge, interests, attitudes, opinions or ideas. Delivery of ideas, opinions, or feelings is some important aspects of the process of speaking which a speaker idea become real to him and his listeners.

b. The Speaking Ability

Speaking is a complex skill that involves the knowledge of sound, culture system of language. In relation to this, Brown (2004:142-143) devides sixteen

skills of speaking. The skills are devided into two categories, micro skills and macro skills. The microskills of speaking are:

1) Produce differences among English phonemes and allophonic variants.

2) Produce chunks of language of different lengths.

3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.

4) Produce reduced forms of words and phrases.

5) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.

6) Produce fluent speech at different rates of delivery.

7) Monitor one's own oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking to enhance the clarity of the message.

8) Use grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

9) Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.

10) Express a particular meaning in different grammatical forms.

11) Use cohesive devices in spoken discourse.

Besides the microskills, there are macroskills of speaking according to Brown (2004:142-143), they are:

1) Appropriately accomplish communicative functions according to situations, participants, and goals.

2) Use appropriate styles, registers, implicature, redundancies, pragmatic.

3) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.

4) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.

5) Develop and use a battery of speaking strategies, such as emphasizing key words, ephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

2. The Roles of the Teacher and Students in the EFL of Speaking

Teacher is one of the actors in the classroom. He plays some important roles in maintaining the classroom activities. Nunan (1993: 4) argues, "teachers should findout what their students think and feel about what they want to learn and howthey want to learn". The extent to which communicative components in instructional practices are seen by learners as essential for classroom language learning should be taken into account in making pedagogical decisions.

Although many people consider the role of the teacher an important component of efficient classroom management, some researchers regard it as part of the design of a methodology or approach. As Richards and Rodgers (1986) point out, teacher's roles are related ultimately to assumptions about language and language learning at the level of approach. That is, different approaches stipulate different roles for the teacher.

Although different approaches stipulate different teacher roles, there are some common roles that teachers play in most of the major approaches. For instance, in most approaches, the teacher is somewhat a controller, though the

degree of control over what to learn and how to learn varies a lot. The things that a teacher does before, during and after the class and the degree to which he does these things reflect his assumptions about the roles teachers should play in language teaching. Before the class, the teacher is a planner, who plans what to teach, how to teach, and what result to achieve. After the class the teacher is an evaluator, who evaluates not only how successfully he has conducted the class but also how efficient the learning activities have been. Since this unit is about classroom management, in the following sections, we will confine our discussion to the roles that the teacher plays during the class.

Based on the functions that the teacher performs in different activities, Harmer defines the teacher's roles as controller, assessor, organizer, prompter, participant and resource-provider (Harmer, 1983:201).

a. Teacher as a controller

An appropriate degree of control by the teacher over the class is vital in formal language teaching. The teacher controls the pace so that activities run smoothly and efficiently. For instance, when students do skimming and scanning tasks, it is very important for the teacher to control the time. When students do production activities, the teacher's control can make sure the students use certain target language items and their production has a degree of accuracy.

b. Teacher as an assessor

It is generally believed that it is a major part of a teacher's job to assess the students' work. According to Harmer (1983), as an assessor, the teacher does two things, that is, correcting mistakes and organizing feedback. Harmer insists that correcting should be gentle. Gentle correcting involves showing that incorrectness has occurred, but not making a big fuss about it (Harmer 1983:201). Organizing

feedback is an effective way to assess students' performance so that they see how well they are doing. When organizing feedback, it is very discouraging for the teacher to be critical. Rather, we encourage teachers to focus on students' success or progress so that a success-oriented learning atmosphere can be created.

c. Teacher as an organizer

The most important and difficult role that the teacher has to play is to be an organizer. Nowadays many approaches and methods advocate task-based learning activities. So one of the teacher's major responsibilities is to design and organize tasks that students can carry out in the class. It is in doing this that teachers have the most freedom and most challenge, and it is where the teacher can exert creativeness in an unlimited way.

Before organizing an activity in the class, the teacher should envisage what the activity is going to be like. He should also anticipate problems that may arise when the activity is being carried out. Before students start the activity, the teacher should give instructions clearly and concisely so that students know what to do and how to do it. Sometimes a teacher's demonstration can help. And if necessary, use the students' native language to clarify.

d. Teacher as a prompter

While students are doing the activity, the teacher should walk around the classroom and monitor what the students are saying. If some students are not doing the right task, the teacher should rectify it. Taking mental notes will help the teacher to provide accurate feedback later.

When students are not sure how to start an activity, or what to do next, or what to say next, the teacher should give appropriate prompts. For instance, if students find it difficult to start talking in a task where they have to choose one

from five places to go for an outing, the teacher may tell them to consider distance, means of transport, time available, safety, etc. When a student doesn't seem to be ready for an answer, the teacher can give hints; when a student finishes with a very short answer, the teacher should elicit more by saying *"and…?" "Anything else?" "Yes, but why...?"*

e. Teacher as a participant

Task-based teaching methods encourage the teacher to participate in students' activities. Once the teacher has finished giving instructions and the activity has started, there is no point in the teacher standing in front of the classroom doing nothing (as some teachers do). Besides monitoring the class, the teacher can also join one or two groups as an ordinary participant. However, the teacher should change his role once he joins the students. He should not dominate or appear to be authoritative, though students regard it a good chance to practice English with someone who speaks it better than themselves.

f. Teacher as a resource-provider

Although the jug-and-mug method (the teacher, a full jug, pours knowledge into the students, empty mugs) has been widely criticised, the teacher is still considered a good and convenient resource for the students. In this sense, the teacher's role is the same as the role of instruction materials. However, when students are supposed to work on their own, the teacher should withhold his readiness to provide resources.

Students are also actors in the classroom. They play different role from teacher. Nunan (1989:86) states that in oral interaction tasks, students are required to put language to range of uses, to use language which has been imperfectly mastered and negotiate meaning rather than simply repeating and absorbing the language.

However, not all of the students are concious about the importance of learning English.

3. Teaching Speaking in Classroom Performance

The process of teaching speaking in the class should cover the activities which can motivate students to use the languange properly. When all the students are participating fully and if the teacher has set up the activities properly and given useful feedback, they will get tremendous satisfaction from the class activities, and thus speaking becomes intrinsically enjoyable tasks in themselves.

In relevant to those explanation, Brown (2001: 271) has set up six categories which are applied in the speaking class that the students are expected to carry out.

a. Imitative.

The kind of imitation carried out by the students here is not for the purpose of meaningful interaction, but rather for focusing on some particular element of language form. (e.g., learners practicing an intonation pattern a certain vowel sound.) Drills offer students an opportunity to listen and to orally repeat certain strings of languages that may pose some linguistic difficulty.

b. Intensive.

It goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated orpair work activity.

c. Responsive.

Students give short response when teacher or peer asking questions or comment. The response is sufficient and do not extend intodialogues.

d. Transactional (dialogue).

It carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language. Such conversation could readily be part of group work activityas well.

e. Interpersonal (dialogue).

The conversation carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier, because it includes some factors: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert agenda.

f. Extensive (monologue). Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is moreformal and deliberative. These monologues can be planned or impromptu.

Those are several types of speaking performances that can be used inteaching speaking. Those types are based on the syllabus of the eight grade junior high school. Teacher can determine which type is appropriate for his speaking class based on students' ability.

4. **Principles for Designing Speaking Technique**

There are number of practical principles for designing techniques that include speaking, Brown (2001: 275) proposes seven principles in designing teaching speaking. The principles are as follows:

a. Use techniques that cover the spectrum of learner needs, from languagebased focus on accuracy to message-based focus on interaction, meaning, and fluency. When teacher use one technique, she has to make sure that the

technique is designed to help students to feel and use the building block of language.

b. Provide intrinsically motivating techniques. It is about how to make them realize that the activity will benefit them.

c. Encourage the use of authentic language in meaningful contexts. The learning context must be meaningful towards the students.

d. Provide appropriate feedback and correction. Teacher gives feedback and correction in appropriate way.

e. Capitalize on the natural link between speaking and listening. In teaching speaking, teacher should include listening aspect.

f. Give students opportunities to initiate oral communication. Teacher gives students chance to start the conversation by asking questions, control the conversation, and even change the subject.

g. Encourage the development of speaking strategies. Use different strategies to support the students in speaking class.

Teachers should prepare and set the strategy before entering the class. Teachers can decide the appropriate strategy that can cover students' need, so that the lesson is meaningful. The teacher usually gives feedback and correction at the end of meeting in order to motivate them for doing best in the next lesson and make them realize that the lesson can give them a lot of benefit. Students can learn speaking more by initiating the conversation. So, the teacher should give the students opportunity to speak.

5. The Lesson Plan of Junior High School

Lesson plan is a detailed description of the individual lessons that a teacher plans to teach on a given day. A lesson plan is developed by a teacher to guide instruction throughout the day. It is a method of planning and preparation. A lesson plan traditionally includes the name of the lesson, the date of the lesson, the objective the lesson focuses on, the materials that will be used, and a summary of all the activities that will be used. Lesson plans are a terrific set of guidelines for substitute teachers. Linda Jensen in Marianne Celce-Murcia (2001), states that

> "All good teachers have some type of plan when they walk into their classrooms. Usually, lesson plans are written just for the teacher's own eyes and tend to be rather informal. But there may be times when the plan has to be written as a class assignment or given to an observer or supervisor, and detailed document. A lesson plan is an extremely useful tool that serves as a combination guide, resource, and historical document reflecting our teaching philosophy, student population,textbooks, and most importantly, our goals for our students. It can be described with many metaphors such as road map, blueprint, or game plan, but regardless of the analogy, a lesson plan is essential for navice teachers and convenient for experienced teacher."

There are some basic principles of lesson planning according to Linda Jensen, she further says that basic principles of good teaching are coherence, variety, and flexibility.

a. A good lesson has a sense of coherence and flow.

The lesson hangs together and it is not just a sequence of discrete activities.

b. A good lesson exhibits variety.

Lesson plans should not follow the same pattern day after day. The percentages of teacher-fronted time and student-centered activities should vary from lesson to lesson. Each lesson should have some

variety in terms of classroom organization such as whole class, small-group, pair, and individual activities.

c. A good lesson is flexible.

Lesson plans are not meant to be tools that blind teachers to some preordained. Good teachers think on their feet and know when it is time to change an activity, regardless of what the lesson plan says. An interesting student question can take the class in an unanticipated direction that creates one of those wonderful "teaching moments," not to be missed.

In deciding the kind of lesson plan or syllabus being used, the teacher should allow the curriculum that obtain in the country. Nowadays in Indonesia, the curriculum used is school-based curriculum, therefore in designing the syllabus and lesson plan, the teacher can not be separated from school-based curriculum. The lesson refers to the mastery of many text types, then the model of syllabus used is text-based syllabus. In accordance to implement the lesson program that was arranged in the syllabus, teacher should make a lesson plan.

Text-based syllabus design is a practical guide for language teachers working in an outcomes-based curriculum or syllabus framework. It responds to the recent movement towards an approach based on 'whole texts' which has influenced major language teaching curriculum and syllabus.

In a text-based syllabus, as its name suggests, the content for such a syllabus is based onwhole texts. Another key element of this type of syllabus is that this content is "selected inrelation to learner needs and the social contexts which learners wish to access" (Feez, 2002: 3). This approach to syllabus design draws on the Australian tradition of genre, which emphasizes the social contexts in which

genres are constructed, and how languageis used in these contexts. In this approach, the pedagogy is very much influenced by theconcept of empowering disadvantaged learners to make progress through mastery of keygenres, i.e., those genres necessary for advancement in the work place. The text-based syllabus also has aspects in common with the task-based approach in that it sees languageas a functional rather than formal artefact, to be used as a resource for meaning-making and for achieving purposeful goals. In fact, proponents of this type of syllabus are keen to point out that it can be considered as a type of mixed syllabus.

In her discussion of text-based syllabus design, Feez (2001) provides a useful model that can be used by teachers to determine the order of learning activities. The model involves five phases ofclassroom activity. There is an initial phase of some joint development and exploration of the context bythe teacher and learners, followed by a process of highly scaffolded learning, and then, in the final phases, the learner is producing language independently without assistance from the teacher.
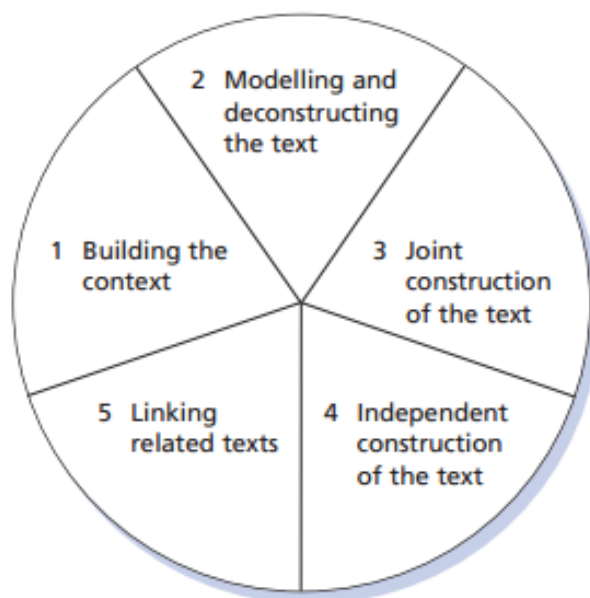
Figure 2.1. A model for speaking sequencing activities

Using this model, the teacher looks at the activities and tasks identified for this teaching and learning sequence, and determines which phase they match in order to as certain in which order they will bedone. For example, constructing a dialogue from aselection of sentences would fit into a phase of joint construction since the teacher is giving someassistance by providing the language needed and the learner is choosing what is most appropriate and theorder of these sentences. A role-play falls into the later phase of independently constructing a text.

6. **Problems in Speaking**

Brown (2001) states that there are some elements that make speaking difficult. The first element is clustering, fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering. The second elemant is redundancy, the speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language. The third element is reduced forms, contractions, elisions, reduced vowels, for example, all form special problems in teaching spoken English. The fourth element is performance variables, one of the advantages of spoken language is that the process of thinking to manifest certain numbers of performance hesitations, pauses, backtracking, and corrections. The next element is colloquial language, students have to reasonably well acquainted with the words, idioms, and phrases of colloquial language, and they get practice in producing these forms. The further element is rate of delivery, one of teacher tasks in teaching speaking is to help learners achieve anacceptable speed along with other attributes of fluency. The other element is stress, rhythm, and intonation, this is the most important characteristic of English pronunciation. The stress, rhythm, and intonation patterns convey important messages. The last element is interaction,

learning to produce waves of language in a vacuum-without interlocutors would rob speaking skill of its richest component: the creativity ofconversational negotiation.

Harmer (2007) emphasizes the problems in speaking are about sound which is learning a foreign language often presents people with the problem of physical unfamiliarity. In addition, it is actually physically difficult to make the sound using particular parts of the mouth, uvula or nasal cavity. Then the pitch; the pitch people use is, therefore, a device by which people communicate emotionand meaning. Some learners find the intonation extremely difficult to hear tunes or to identify the different patterns of rising and falling tones. And the last isstress. Stress is vitally important in conveying meaning in phrases and sentences.When a speaker changes the stress, then the meaning of the sentence changes too. Also, Hammer (1991: 9) as cited in Hughes (2002) argues about the problems of the communicative approach in relation to accuracy. He says that most teachers of second language learner do not seem to care of learners' mispronounce sounds, use wrong endings, or construct sentences following faulty rules through communicative classroom interaction. Ur (1996: 52) as cited in Hughes (2002) states as follows:

> "It needs to be said at the outset that the aim of pronunciation improvement is not to achieve a perfect imitation of a native accent, but simply to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other speaker. Perfect accents are difficult if not impossible for most of us to achieve in a foreign language anyway, and may not desirable. Many people – even if subconsciously - feel they wish to maintain a slight mother-tongue accent as an assertion of personal or ethnic identity."

The speaking problems of second language learners are multiple. The problems can start from the vowels, words, intonation, even grammar and others.In order to reduce the problems, learners have to practice to hear and identify the sounds. Then learn the intonation, rhythm and stress, so that the learners can

differentiate and produce like native by imitating. In learning second language, the learners also have to reduce the performance of hesitations, pauses, and corrections. Great pronunciation and fluency help the learners to communicate better. And learners have to remember that language background can affect the attainment of target language.

7. **Speaking Activities**

There are many speaking activities that can be implemented in class to give students opportunity to speak in teaching and learning process, such as role play, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting and discussion.

a. Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and…" (Harmer, 1984)

b. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a

different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

c. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

d. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

e. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

f. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric for students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

g. Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

h. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

i. Discussion

Discussions are a commonly used activity in a speaking lesson. A topic is introduced to the students via a reading or a listening passage and then they are asked to discuss a related topic in order to come up with a solution or a response.

Celce-Murcia (2001: 106) mentions that students need to be reminded that each person within a group should have a specific responsibility in the discussion – either keeping time, taking notes or reporting the results made by the group members.

8. **Think-Pair-Share Technique**

   a. The Nature of Think-Pair-Share

   Think Pair Share is a cooperative learning discussion technique introduced first by Frank Lyman and his team of educators in Maryland, USA. It is a learning strategy developed to encourage student classroom participation. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response, Think-Pair-Share encourages a high degree of students response andcan help keep students on task.Think Pair Share is most useful and beneficial for students because it organizes and structures their discussion. It minimizes off task behavior and has accountability built in because students must report to each other, and then out to the class.

   According to David and Roger Johnson "Think-Pair-Share Technique is the procedure of the experiment was as follows: The students read silently the reading passages for 10 minute. During this step, individuals thought silently about a question posed by the in structure. Individuals' pair up and exchange thoughts for 20 minutes. The pair are given 30 minute to share their responses with other pairs, other teams, or entire group" (David & Jhonson, 2004:26)

   " Think-Pair-Share strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer. This learning strategy promotes classroom participation by encouraging a high degree of pupil response,

rather than using a basic recitation method in which a teacher poses a question and one student offers a response" (International Reading Association National Council of Teachers of English, 2011)

Think-Pair-Share has some purposes, they are:

a. Providing "think time" increases quality of student responses.

b. Students become actively involved in thinking about the concepts presented in the lesson.

c. Research tells us that we need time to mentally "chew over" new ideas in order to store them in memory. When teachers present too much information all at once, much of that information is lost. If we give students time to "think-pair-share" throughout the lesson, more of the critical information is retained.

d. When students talk over new ideas, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstandings about the topic are often revealed (and resolved) during this discussion stage.

e. Students are more willing to participate since they don't feel the peer pressure involved in responding in front of the whole class.

f. Think-Pair-Share is easy to use on the spur of the moment.

g. Easy to use in large classes.

9. The Steps of Think-Pair-Share Technique

There are three steps of student action, with a focus on what students are going to be doing at each step. The steps are:

a. Think

The teacher begins to spark student thinking with a question, prompt or observation. The students then pause to THINK about the question. The "think" step may require students merely to be quiet for a few moments and ponder their

thoughts about the question. They may write some thoughts in response to the question.

    b. Pair

Students PAIR up to talk about the answer each came up with. They compare notes and identify the answers they think are the most interesting or best fit the task at hand.

    c. Share

Students share with one another first and then the teacher calls for pairs to SHARE their thinking with the others in the class. Go around the groups calling on each pair. In the "share" step of the strategy, students can share their ideas in several ways. One way is to have all students stand, and after each student responds, he or she sits down, as does any student with a similar response. This continues until everyone is seated. Another way is to move quickly through the class, having students respond quickly, one after the other, or to have a class vote. Responses can be recorded on an overhead projector or on a graphic organizer for future discussions. Another variation is to stop after the "pair" step, and have students write their ideas. Collect students' responses and assess any problems in understanding.

10. The Teacher Role in Think-Pair-Share Technique:

The role of teachers in Think-Pair-Share technique is very important because the success of this Technique depend on the role of the teacher. There are five roles, first is the teacher as inquirer, second is the teacher as creator, third is the teacher as observer, the fourth is the teacher as facilitator and the teacher as change agent.

a. The teacher as inquirer

Think-Pair-Share technique teachers are continually examining and questioning their belief, values, and assumption.

b. The teacher as creator

According Johnson "The teacher's roles are a creator are creating the social climate, setting goals, planning and structuring the task, establishing the physical arrangement of the classroom, assigning materials and time"(Kessler, 1992 : 155)

c. The Teacher as Observer

The teacher of cooperative classroom must constantly observe how group work. Observation replaces the traditional role of presenting information. Observation will indicate to the teacher when group's activities are more or less educative, when group are learning or have become bogged down in unproductive labor.

d. The teacher as facilitator

The role facilitator means that the teacher is prepared to step aside to give the learner a more meaningful role.

e. The teacher as change agent

"The degree of change at the teacher level is strongly related to the extent teachers interact with one other.

11. The Advantages of Using Think-Pair-Share Technique

There are some advantages of using Think-Pair-Share technique. The benefits may affet both students and teachers.

a. Student Benefits

With Think-Pair-Share, students are given time to think through their own answers to the question(s) before the questions are answered by other peers and the discussion moves on. Students also have the opportunity to think aloud with another student about their responses before being asked to share their ideas publicly. This strategy provides an opportunity for all students to share their thinking with at least one other student; this, in turn, increases their sense of involvement in classroom learning.

As a Cooperative Learning strategy, Think-Pair-Share also benefits students in the areas of peer acceptance, peer support, academic achievement, self-esteem, and increased interest in other students and school.

b. Teacher Benefits

Students spend more time on task and listen to each other more when engaged in Think-Pair-Share activities. More students are willing to respond in large groups after they have been able to share their responses in pairs. The quality of students responses also improves.

B. CONCEPTUAL FRAMEWORK

English, as the foreign language, becomes one of the compulsory subjects in Junior High School in Indonesia. One of the language skills that must be mastered by foreign language learners is speaking or communicating orally using the target language. However, the fact has shown that it is quite difficult for Indonesian learners to improve their speaking ability because they usually prefer to use their native language in their daily life than using English. It can be seen that during the lesson they tend to use Bahasa Indonesia than English. There are many factors that might cause speaking difficult according to the students and teachers. Some of them are related to the students' limited encounter with English spoken language and opportunities in practicing it orally. Most students are lack in vocabulary mastery. They are also often unsure about the pronunciation of some words. The lack of grammar makes them innacurate in their speaking. Moreover, they are affraid of making mistakes when they want to produce their English orally. This makes the students become passive and unmotivated in the speaking teaching and learning process.

On the other hand, the teacher has responsibility to make the students being interested and motivated in speaking lesson. She has to use the suitable and interesting technique to teach speaking, in order to make the students want to learn, enjoy the speaking learning, easy to understand the materials, and speak English fluently.

Related to the statement above, the researcher then tried to improve the students' speaking teaching and learning process by implementing the think-pair-share technique. Think-pair-share technique is one of media which could arouse students' ability in speaking.

In this research, think-pair-share technique is used to motivate the students to be brave to speak up and not to be affraid of making mistakes because they have think time and discuss it with their partner, only then share it in a group or whole class. By using think-pair-share technique the students will have more opportunity to practice English orally. It is also used to make the students active during the teaching and learning process. Since all of the students get the same turn to speak, this activity will give them opportunity to do it. It is expected that there will be some positive changes in the speaking teaching and learning process after applying the think-pair-share technique.

CHAPTER III

RESEARCH METHOD

This chapter subsequently emphasizes on the research methodology comprising the research design, research setting, research data collection, andresearch data analysis.

A. Research Design

The research study on using the think-pair-share technique to improve the speaking skill of gradeVIII students of SMP N 4 Ngaglik was action research which focused on the efforts to improve the real condition of the English teaching and learning process.This research study was implemented in the form of collaborative action research. The research conducted collaboratively with the headmaster, theEnglish teacher, and the students of grade VIII of SMP N 4 Ngaglik Yogyakarta. The team worked together in planning, implementing and reflecting the action. According to Kemmis and McTaggart (1988), the action research was conducted through the process below

Figure 3.1. The cycle of action research.

0 = the problems
1 = planning
2 = action and observation 1
3 = reflection
4 = revised plan 1
5 = action and observation 2
6 = reflection 2
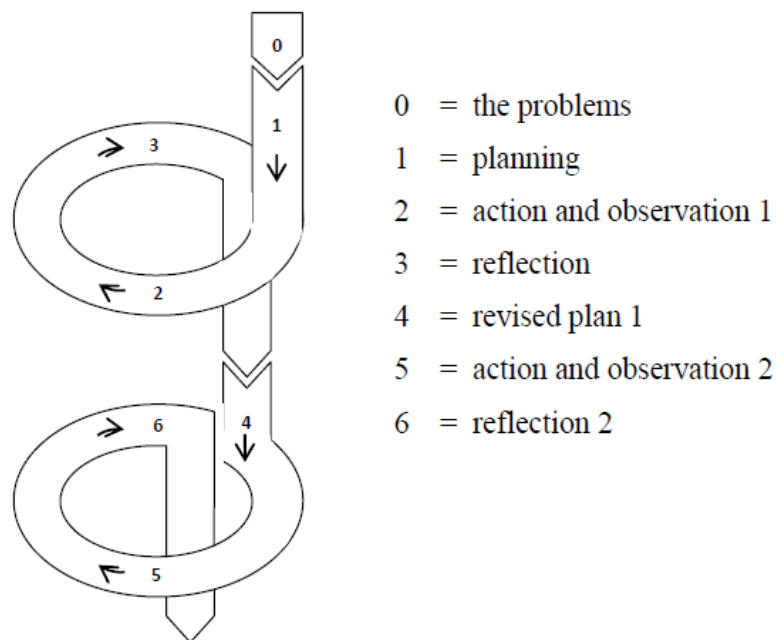
In this scheme, the reseacher and collaborators identified a problem, formulated a possible solution, implemented the action, and reflected on the outcome of the action. These steps were done in two cycles in order to find the convincing result.

B. Research Setting

The setting of the research was at SMP N 4 Ngaglik. It is located on Jl. Tentara Pelajar km 3,5 Ngaglik Sleman Yogyakarta. Related to english learning and teaching activities, SMP N 4 Ngaglik has 2 English teachers. The English subject is taught 3 times a week for 80 minutes for each meeting. The school has 12 classes. There are 4 classes of VII grade, 4 classes of VIII grade and 4 classes of IX grade. The number of students for each class is 34 students. The available rooms in this school are the principal room, teacher's room, a room for guidance counselling, an administration room, a school health unit, a kitchen, a mosque, three teachers' toilets, and six students' toilets.

C. Participants of the Research

The participants of the research were students at SMP N 4 Ngaglik grade VIII in the academic year 2012/2013. The researcher choose VIII C class as the participant of the research randomly because from the information given by the English teacher that this class consists of more cooperative students and they tend to have higher achievement in speaking learning process.. This class consisted of 34 students: 15 male students and 19 female students.

The research was conducted in the first semester of the academic year 2012/2013. The observation were done onSeptember 30thand October 1st, 2012.

D. Data Collection Procedure

The research data collection was qualitative in nature. The data were obtained by interviewing the students, giving questionnaires, doing observations during the teaching and learning process, and holding discussions with the English teacher as the collaborator.

The data were in the forms of field notes, interview transcripts, and questionnaires.The questionnaire and interview were conducted to obtain data or information about the students' response to the implementation of the technique.

The questionnaire was conducted to obtain data or information about thestudents' attitudes toward the implementation of the technique. The questionnaires were written in *Bahasa Indonesia* to avoid misunderstanding of students.The questionnaire was conducted to obtain data or information about the students' attitudes toward the implementation of the technique to answer the research question. The questionnaire consisted of 20 open questions which covered some aspects; they were the students' feelings toward the use of think-pair-share technique, the effects of the think-pair-share technique and the implementation of think-paor-share technique to their knowledge improvement and speaking skill. Open-ended questionnaire was also provided for the students to write about their comments on the technique. In addition, an open-ended questionnaire asked the students to give suggestion or opinion about the implementation of the technique. The data from open-ended questions were analyzed qualitatively. They were transcribed and summarized based on the classification.

The interview also conducted to obtain comprehensive data from the participants. This interview revealed the students' attitudes toward the

implementation of the think-pair-share technique in teaching speaking. The interview items were open-ended questions, in which had aim to reveal specific information which could be compared and contrasted with information gained from the test and questionnaire. In this case, face-to-face or one-to-one interviews were conducted. The interview was in the form of informal conversation to the students. The interview was done at school. The interview was conducted in order to support the data. The interview data was recorded and transcribed to be analyzed. After being transcribed and categorized, the data were presented in the discussion to explore students' attitudes toward the implementation of the think-pair-share technique in teaching speaking.

To fulfill the validity of the research, five criteria proposed by Anderson cited in Burns (1999:161) namely democratic validity, outcome validity, process validity, catalytic validity and dialogic validity were employed.

Democratic validity is a process validity related to the extent to which the research is truly collaborative. This study tried to fulfill this criterion by doing such interviews with the students and having discussions with the English teacher in finding and selecting problems to be solved.

Outcome validity is related to the notion of action leading to outcomes that are "successful" within the research context. This research is expected to be able to solve more than one problem in the teaching-learning process, for example oneswhich are related with speaking skills, motivation and involvement.

Process validity is related to the extent which raises questions about the process of conducting the research. Observing classroom activities, making field notes during the lessons, interviewing students and the teacher, and having

discussions with the headmaster in the scheduled time initiated the process of this study.

Catalytic validity is related to the extent to which the researcher allowed participants to deepen their understanding of their social realities of the context and their role and the action taken as a result of these changes. In this case, the students and teachers' responses to the changes occurring to themselves were asked.

Dialogic validity is related to the extent that parallels the process of collaborative enquiry or reflective dialog with "critical friends" or other participants. Asking the teacher to act as an observer who observed and reported the students' reaction during the teaching and learning process fulfilled this criterion.

The data were analyzed from the field notes and the interview transcript during the research. Triangulation was used to obtain thetrustworthiness. It is suggested by Burns (1999:163) that triangulation is one of the most commonly used and best known ways of checking for validity. It is aimed at gathering multiple perspectives on the situation being studied. In addition she also states that triangulation is a way of arguing that 'if different methods of investigation produce the same result then the data arelikely to be valid.

Meanwhile to fulfill the reliability of the data the research involved more than one source of data, namely the researcher, the English teacher,the headmaster, and the students of grade VIII. The researcher triangulated the data by analyzing them using field notes of the teaching learning process, the interview transcript, some experts' theories and other notes that were related to the data such as notes of the students' improvement, achievements, and errors during the process. Field notes were used to take the activities done in the class and keep the supporting

documents such as the lesson plan, and the students' works. After that, the interview was conducted to reveal the students' feeling about the class activity and to get some comments, perceptions, and suggestions about the action from theteacher.

E. Data Analysis Technique

The data were analyzed from the field notes, questionnaires, and the interview transcripts collected during the research. The data were analyzed based on the following steps of the research:

1. Determining the Thematic Concern-Reconnaissance

To explore and find out information about the real situation of the teaching and learning process, the researcher did the reconnaissance step on October, 2012. In the reconnaissance step, some activities were conducted. They were observing the teaching and learning process, interviewing some students of grade VIII and the English teacher, and having discussion with the English teacher as the collaborator.

Based on the observations, the interview, and the discussions, the existing problems were classified. The problem in the research was the low speaking skill affected by the lack of opportunity to practice speaking in English during the teaching and learning process.

2. Planning

Together with the English teacher, the researcher designed some plans to be implemented in the action research. In this step, some techniques that were considered suitable to be implemented in improving students' speaking skill were selected.The actions planned to be carried out are as follows:

a. Implementing the think-pair-share technique in every meeting

b. Using classroom English effectively

c. Giving rewards to the active students

3. Action and Observation

The action plans agreed by the involved members of the research were implemented. They were implemented in two cycles. Before the cycles were conducted, the researcher gave a pre test to the students to understand the students' speaking ability. After the cycles were conducted, the researcher gave a post test to the students understand the enhancement of students' speaking ability. The topics used in the English teaching and learning process were invitation and descriptive text. Together with the English teacher as the collaborator, the researcher observed and recorded the students' reactions during the activities and did the interview with some students of gradeVIII after the English lesson. Based on the observation, field notes, andinterview, the involved members discussed the implemented actions and analyzed the result.

4. Reflection

The reflection was done every time after the implementation of the actions. All involved members in the research made the reflection. Each member contributed to the reflection on the actions taken. The successful actions were continued in the next teaching and learning process, but the unsuccessful actions were modified into the ones that were more suitable.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter presents matters concerning research findings and discussion. These are presented in three headings: research procedure and findings, the implementation of the action and discussion, and result of pre-test and post-test on the students' speaking skills.

A. The Sharpening of the Problem

To give clear understanding on the research process, the description of steps in action research suggested by Kemmis and McTaggart (1988) with some modification is presented as follows:

1. Reconnaisance

The research process began with the formulation of the problems identified in the field. To identify the field problems, the researcher conducted some observations and interview with the English teacher and the students. The observations were conducted in two meetings.The observations were done on September 30[th]and October 1st, 2012. The field problems occurred during the teaching and learning process could be seen in Table 4.1.

2. Identification of the field problems

From the observation and interview, it could be identified that there were many problems in the process of teaching and learning at class VIII C SMP N 4Ngaglik. The problems were related to both the teacher and the students. To makeit easier to analyze each problem, the researcher presented them in the following table.

Table 4.1: The Field Problems Found During the Teaching and Learning Process

No.	Problems Found	Indicators
1.	The students had low motivation to learn and to speak English.	1. Some students did not not answer the questions from the teacher. 2. Some students did not do the tasks that were given by the teacher.
2.	The students had difficulty in following the lesson.	1. The teacher explain the materials more than once. 2. The students gave wrong answers when the teacher asked then questions.
3.	The students were shy and affraid to speak in English.	1. Some students kept silent when being asked by the teacher. 2. When the researcher asked the students why they kept silent in the speaking TL process, they said that they were shy and affraid of making mistakes.
4.	The students' vocabulary mastery was still low.	1. The students asked the teacher to translate some English words. 2. Most of the students kept silent when the teacher asked them to give the meaning of some English words.
5.	Some students tended to be noisy in the	1. Some students chatted with their

	teaching and learning process.	friends during the teaching and learning process. 2. Some students walked around their friends' desk.
6.	Some students were not familiar with the classroom English in the English teaching and learning process.	1. The students asked the teacher to translate some classroom English that was used by the teacher. 2. The students asked the teacher to use Indonesian.
7.	The English teaching and learning activities were monotonous.	1. The teacher only asked the students to read some texts, translate some sentences, and do some tasks on the course book or "LKS".
8.	The tasks were not well-organized and not interesting enough.	1. The tasks that were given by the teacher only to read some dialogues or texts and then answered the questions that were provided or questions and answers about some vocabularies and did the tasks in the "LKS".
9.	The teacher used limited technique in teaching speaking.	1. The teacher did not use various and interesting techniques in the teaching and learning process. 2. The teacher only taught according to the course book.
10.	The classroom management did not run well.	1. The amount of the students in the classroom was too much. 2. The teacher did not really emphasize to rebuke the students when they made some mistakes.
11.	The teacher gave less opportunity to the students to practice English orally.	1. The teacher seldom taught speaking but she focused the teaching on reading and writing.

No.	Problems Found	Indicators
		2. The teacher only used course book and "LKS" in teaching speaking and then asked the students to answer the questions in the course book.
12.	There were limited media in teaching and learning process.	1. The teacher only used coure book, "LKS", and white board without any other media.
13.	The English teaching and learning process was teacher-centered.	1. The teacher often only gave presentation and explanation in front of the classroom without giving more opportunity to the students to do some activities.

From the identified problem above, then the researcher decided some crucial problems that were feasible and managable to solve as follows:

Table 4.2: The Feasible Field Problems to be Solved

No.	Problems Found	Indicators
1.	The students had low motivation to learn and to speak English.	1. Some students did not answer the questions from the teacher. 2. Some students did not do the tasks that were given by the teacher.
2.	The students had difficulty in following the lesson.	1. The teacher explained the materials more than once. 2. The students gave wrong answers when the teacher asked then questions.
3.	The students were shy and affraid to speak in English.	1. Some students kept silent when being asked by the teacher. 2. When the researcher asked the students why they kept silent in the

		speaking TL process, they said that they were shy and affraid of making mistakes.
4.	The students' vocabulary mastery was still low.	1. The students asked the teacher to translate some English words. 2. Most of the students kept silent when the teacher asked them to give the meaning of some English words.
5.	Some students tended to be noisy in the teaching and learning process.	1. Some students chatted with their friends during the teaching and learning process. 2. Some students walked around their friends' desk.
6.	Some students were not familiar with the classroom English in the English teaching and learning process.	1. The students asked the teacher to translate some classroom English that was used by the teacher. 2. The students asked the teacher to use Indonesian.
7.	The English teaching and learning activities were monotonous.	The teacher only asked the students to read some texts, translate some sentences, and do some tasks on the course book or "LKS".

3. Research Problems

After finding the field problems, the researcher and the English teacher had further discussions to figure out the manageable problems to be solved. The problems were related to the students' speaking skill and the practice of English teaching-learning. The students of Grade VIII of class C had a low speaking ability. This could be seen from the lack of confidence that made them reluctant and shy when they were asked to express their ideas in English in front of the class.

Moreover, they did not actively participate in the speaking teaching and learning process. Also, they often mispronounced the English words when they were asked to speak in English. On the other hand, the teaching and learning activities done by the English teacher were not communicative and tended to be too teacher-centered. The teacher often employed reading and writing activities and seldom conducted speaking activities so that the students had less opportunity to practice their English orally. Besides, the students' involvement in the teaching and learning process was low. Those problems hindered the English teaching and learning process from running effectively and successfully so that the researcher needed to solve them.

4. Determining the actions to solve the field problems

After the researcher and English teacher identified the most important problems that needed to be solved, they discussed the points of those problems again. After discussing the problems, the researcher and the English teacher agreed that those problems were related to the learning of speaking. Then, the researcher and the English teacher tried to look for the appropriate ways to improve the students'speaking ability.

At that time, the researcher proposed the think-pair-share technique to be used in the actionsand the English teacher agreed about it. After that, the researcher and Englishteacher decided to use the think-pair-share technique in the speaking activity and they thought that theactivity was new for the students and the students were expected to like it.

This research also focused on the observation in the first meeting of the action and took a look at the pre-test result and the questionnaires distributed in the first meeting before the researcher went further to talk about the problems. From the observation and pre-test the researcher noted that the students often made

mistakes in pronouncing some words. They also did not perform correct intonation. Besides, they were less active and still nervous when theywere asked to speak before the class. However, most students were still unfamiliar with the use of English as a medium of instruction.

From the questionnaires the researcher found that some students suggested her not to speak in English for the whole time during the class because they were not familiar withthat. They also suggested her to teach more slowly and use interesting activities in teaching so that the lesson would be more enjoyable.They suggested the researcher to speak loudly, so they could listen better when the researcher explained the material. They prefer the teacher to apply various activities to the stressed and monotonous activities to avoid boredom in learning speaking. Knowing their expectations to the English teaching and learning process helped the researcher in designing activities which the students would enjoy much.

Talking about the problems that were found in the field, the researcher, and the research team members were concerned with the problems on the students' speaking skills. The problems include the following points:

a. Classroom English was rarely used

b. The students lacked of confidence in speaking

c. The students had low motivation in learning

d. The English teaching and learning was monotonous

Based on the problems mentioned above, the plans of the actions wer expected to beable to improve the situation in order that:

a. Classroom English was used

b. The students had self-confidence in speaking

c. The students had high motivation in learning

d.   The English teaching and learning process would become interesting

5 . Action Plans

The researcher tried to solve the field problems by using some steps, the first step was writing a course grid. The course grid consists of the basic competency, example of language, key vocabulary, media,and indicators. The basic competency for the cycle I was conversation to invite someone, to decline the invitation, and to accept the invitation. The cycle I conducted in two meetings. The basic competency for the cycle II was about descriptive text. The cycle II was conducted in two meetings. The media consisted of dialogue transcript, course book, the teacher's explanation, and handouts. The think-pair-share technique related to the activities do in every meeting. The researcher used think-pair-share technique in every meeting to improve the students' speaking skill. The activities in every meeting were different. The indicators consist of the aim of using think-pair-share technique to improve students speaking skill. The second step was writing lesson plans for every meeting. There are four lesson plans in this research because the researcher entered to the class to do the activities in four meetings, there were two meeting in cycle I and two meetings in cycle II. The lesson plans were made according to the course grid made before. All of the elements in the lesson plans were based on the course grid. The PPP (Presentation, Practice, and Presentation) method was used in the learning activity steps. The course grid and the lesson plans could be seen in the appendix 8.

B. The Implementation of the Actions and Discussions

1. The Implementation of Cycle I

a. Plans of Cycle I

In this planning session, the researcher determined the form of the pre-test and the think-pair-share technique which would be applied in Cycle I. Then, she designed the assessment instruments; the lesson plans and the materials. After that, the researcher and the collaborator discussed the lesson plans and the materials by reviewing whether they suited the syllabus.The pre-test designed was in the form of performing a simple dialogue. The students were required to perform their dialogue in pairs in front of the class,while the researcher and the collaborator recorded their performance by using rating scales modified previously. The pre-test was aimed at gathering information on the students' current speaking proficiency. The action plans of the first cycle that would be performed were:

a. Using classroom English

b. Improving students' motivation and involvement

c. Improving students' self-confidence through small group activities

d. Giving rewards to motivate the students.

The actions enabled the students to improve the students' motivations tolearn and to speak in English and to improve their speaking skill. Think-pair-share technique were chosen because they were interesting activities to improve the students' speaking skill. Regarding the problems identified above, the researcher and the collaborator planned some actions as efforts to solve the problems. The efforts focused on implementing think-pair-share technique in the teaching and learning process ofspeaking skill. These were described as follows:

1) Using classroom English

In the action, the researcher acted as the teacher in the class. The researcher planned to use classroom English in the teaching learning process in order to make the students familiar with the English words. She also gave every students opportunity to speak using English during the teaching learning process. The classroom English was used in several functions such as to greet the students in the beginning of the lesson, to elicit the materials that would be learnt, to explain the materials, to give the instruction of the tasks or activities, to give feedback, and also to end the lesson. Based on the observation, the students said that they did not understand when the researcher spoke English. Therefore,during this cycle, the researcher planned to translate the difficult words, so theycould understand the English words.

2) Improving students' motivation and involvement

Think-pair-share techniquewas used to improve the students' ability in the practice ofteaching speaking skills and made the students more active in the class. They would be motivated in learning speaking using this activity. These activities involved the students to work in pairs and in groups. The think-pair-share technique implemented in this cycle was to help the students to have interaction with their partner. Through thisactivity, the students' speaking competence could be built because in this activity they had to communicate with their partner to find out the information that they needed.

3) Improving students' self-confidence through a small group activity

A small group activity was planned to improve the students' self confidence in learning speaking. The students were asked to perform a dialog in front of the class in pairs. By asking the students to do this activity, they were expected not to be shy and afraid of speaking in front of the class.

4) Giving rewards to motivate the students.

The researcher planned to give rewards in the form of points for the students who were willing to perform in front of the class voluntarily. This action was planned based on the findings in interviews with the English teacher revealing that the students were still shy and reluctant to performin front of the class voluntarily. Therefore, by giving rewards, she hoped that the students would be more enthusiastic to come in front of the class to perform their result.

b. Action and Observation in Cycle 1

The pre-test was carried out on Monday, October 22nd, 2012. The implementation of the actions in Cycle I was conducted in two meetings. The meeting were conducted on Wednesday, October 24th 2012 and the second meeting were conducted on Saturday, 27th 2012.

Based on the English teacher's explanation, the students had already learned all the materials from the course book. Therefore, the English teacher suggested the researcher to use the materials they had already learned. One theme could be reviewed in two meetings. The theme for Cycle I was "Invitation". The researcher implemented the action, while the English teacher as collaborator

sometimes took notes at the back of theclass and also observed the English teaching and learning process.

In the first meeting, when the pre-test was held, the researcher applied performance assessment approach to gather the data about the students' speaking skills. The components being assessed were fluency, accuracy, pronunciation,and vocabulary. Fluency includes the students' ability to speak with a good but not necessarily perfect. Accuracy includes the accurateness and appropriateness use of syntactic form. Pronunciation includes the students' spelling.Vocabulary is related with the appropriate use of vocabulary and the choice ofwords. These communication skills cannot be ignored when the speakers intend to improve their speaking skills.

Besides, the students' speaking skills were assessed based on what she performed and what the assessors observed. The assessors were the researcher and the teacher who assessed different students by using the same assessment instruments, which were speaking rating scales, assessment rubric and assessment criteria. The rating scales were completed during the student's performance to minimize the time elapsed between the performance and its records so that the assessment result would be more accurate.

Related to the efforts which were implemented in this cycle, the following discussions are presented:

1) Using classroom English

The classroom English was used to familiarize the students with English inthe classroom. The students were greeted at beginning and the end of the class. For example, "Who is absent today?" was used when the teacher checked the students' attendance, and also "See you next meeting" was used for leave taking.

Most of the students could respond to those expressions well and correctly. To maintain the students' motivation to learn and to speak, those expressions were repeated twice until all the students answered them well. Besides, the students were asked to say "May I wash my hands?" when they wanted to go to the bathroom. In the first time they could not say it. At the end, many of them could say the expression when they wanted to ask for a permission. The researcher also used other expressions in the teaching and learning process, such as "Sit down please!," Do not make a noise", "Please work in pair", "Look at the blackboard", "Close the door, please" etc. In the first meeting, the students did not know what they had to do. The researcher often translated the expressions into Indonesian.Here is an example of the use of the classroom English.

> The researcher asked "Who is absent today?" some of the students just kept silent, and some of the students answered "*Nihil bu*". ('Nobody miss').
>
> (Field note 2, Wednesday, October 24nd,2012)

> When there was a student who wanted to go to the bathroom, he said "*Permisi miss, mau ke kamar mandi*". The resercher said that he had to say "Excuse me miss, may I wash my hand?".
>
> (Field note 2, Monday, October 22nd,2012)

Based on the open-ended questionnaire 94% or 32 students stated that this think-pair-share technique could improve their classroom English. They said that this think-pair-share technique made them brave to speak in front of the class.

Question 15 : *Menurut Anda, apakah Classroom English yang digunakan peneliti di kelas efektif untuk meningkatkan kemampuan berbicara dalam Bahasa Inggris Anda?* ('Do you think that the use of Classroom English can improve your speaking ability effectively?')

S1 : *ya, tentu saja. Kita kan jadi tau bagaimana cara bicara yang benar dalam bahasa inggris.* ('Yes, of course. We become understand how to speak in English correctly')

S2 : *iya. Membantu sekali.* ('Yes, it helps so much')

S3 : *sangat ya. aku jadi bisa bicara ini itu.* ('Yes, it is very useful, I can speak a lot of sentences now')

S4 : *membantu banget, biasanya ga pernah sampai bisa kaya gini tapi sekarang jadi bisa.* ('it helps so much. Usually I can't speak in English well, but I can understand now')

2) Improving students' motivation and involvement through the think-pair-share technique.

To improve students' motivation and involvement, the researcher asked the students to have a discussion with their partner after the think session. Think-pair-share technique was implemented in every action of the cycles. Think-pair-share was also implemented in almost every activity in the lesson. The first cycle was conducted on October 22th, 2012. The theme was about invitation. In this meeting, the teacher focused on inviting, declining, and accepting an invitation. Before explaining the materials, the researcher asked the students about their experiences in inviting and their friends. Only three students answered the researcher's question, the other students were only silent. The researcher called some of the quiet students to give their ideas, but some of them were still quiet and only smiled. Then, the researcher asked the students to be more active because she would give rewards to the most active students in the end of the lesson.

After having the warming up, the researcher explained the materials of inviting, declining and accepting an invitation. After that,the researcher and one of the student performed a dialogue in front of the classas an example for the students.

It made them become more enthusiastic in joining the lesson. After explaining and giving an example, the researcher asked thestudents whether they would ask some questions about the materials explained,but only one student asked the question. It seemed that most of the students werestill passive in joining the teaching and learning process. It can be seen in the field note.

> The researcher asked the students whether they had any questions or not. *"Bagaimana? Ada pertanyaan nggak? Kok diam aja ya dari tadi?"*. ('Is there any Question? Why did you keep silent?.') There was no students answering the researcher's question, only some students said "no", the other students just kept silent and smiled.
>
> (Field note 2, Wednesday, October 124th,2012)

After explaining the materials, the researcher gave the students some practices to use the think-pair-share technique. Think-pair-share was used in almost every practice. After explaining the rulesand steps of doing the think-pair-share, the researcher gave the students the dialogue transcripts to perform in front of class. The students had time to think around 10 minutes, after that they worked in pairs with their friend and shared their dialogue.Because the students had to talk with their partner, they became more active. They were not really shy anymore because they interacted with only one person. Butwhen the students had to perform the dialogue in front of the class, most of thestudents still seemed reluctant to speak. They just read the dialogue all the time without appreciating the dialogue. In the end of the meeting the researcher gave the summary about what they had learned on that day. Here is the interview transcript about the students' activity.

R: *Bagaimana dialognya? Mudah kan?* ('How is the dialogue? Is that easy?')

S: *Susah miss... nanti pas maju, kertasnya boleh dibawa to?* ('It is so difficult, miss,. When I perform it, could I bring this paper?')

R: *Ya, tapi nggak semua dibaca lho, harus dihafalkan, tadi kan sudah diberi contoh.* ('Yes, but you are not allowed to read it all, you shouldmemorize it, I already gave you an example, right?')

S1: *Iya miss ini lagi nyoba ngafalin* ('Yes miss, i'm trying to memorize this')

The researcher asked another student that seemed the most active from the beginning.

R: *Bagaimana dengan mbak Berlianita? Mudah kan dialognya?* ('How about you, Berlianita? Is the dialogue easy?')

S2: *Lumayan bu... tapi aku ga bisa ngafalin.* ('It's OK miss, but I can't memorize the text')

R: *Nggak apa-apa, coba dihafalkan dulu saja.* ('No problem, you have to try to memorize it first')

(Interview transcript 1, Wednesday, October 24th, 2012)

The second meeting was conducted on October 27th, 2012. The theme was still about Invitation. In this meeting, the researcher focused on how to accept and decline an invitation. The researcher discussed the previous materials before starting the lesson to make sure that all of the students understood the previous material.

Before explaining the materials, the teacher showed a cue card to the students and asked the students about their experiences in inviting someone. Some of the students mentioned them enthusiastically. The researcher then explained how to invite someone. The researcher also gave the example about how to read the sentences. Some students were willing to ask some questions about the materials when the researcher finished her explanation.

After explaining all the materials, the researcher gave the tasks to the students. All of the tasks used think-pair-share technique. Because all of the students already knew the rules of the think-pair-share, they directly did it. In this

meeting, the researcher gave the students hand out. One student got one handout. The hand out contained a situation and some vocabularies about invitation, especially accepting and declining an invitation. The students had to fill the expression in the dialogue and then make a simple dialogue according to the situation. The researcher allowed the students to asksomething that they did not understand.

After they finished their work, they had to perform the dialogue in front ofthe class. They were not allowed to bring their paper. The students became more active in joining the lesson because they wanted to get the reward like their active friends who had already got it in the previous meeting. Some of the quiet students also started to speak. It was because they had been accustomed to having interactions with their friends when they used think-pair-share.

However, by performing the think-pair-share the students could speak more in English by using the target language functions. The researcher also observed how the students participated and spoke in English. The students were able to work with their classmates without any problem. The students seemed to be more motivated in learning and they also involved themselves more in the learning process. The researcher also invited some students to be interviewed after the think-pair-share was held. Here is an excerpt from the interview:

> R: *Permisi, mau tanya-tanya sebentar, boleh ya? menurutmu bagaimana pelajarannya tadi?* ('Excuse me, I want to ask you, may I? In youropinion, how is the lesson today?')
> S: *Lumayan asyik mbak pelajarannya. Aku jadi cepat paham sama materinya.* ('It is quite fun, I quickly understand the material')
> R: *Kok bisa? Kok bisa cepet paham*? ('How come? What do you mean byquickly understand?')
> S: *Ya kan pakai think-pair-share tadi, jadi menyenangkan. Gak ngebosenin.* ('I think it is fun, because you use think-pair-share, so that the speaking activities not boring.')

R: *Ooo, gitu... Kalau teman yang lain gimana tadi?* ('I see.. How about your friends?')

S: *Ya kayaknya mereka juga suka, gak kaya biasanya. disuruh maju aja susah.* ('I think they enjoyed the activity, miss. In the previous meetings, they found it difficult to perform in front of the class')

R: *Sip kalo gitu, terima kasih.* ('Okay thank you.')

S: *Sama-sama mbak* ('You're welcome')

(Interview Transcript 2. Wednesday, October 24ᵗʰ, 2012)

From the interview transcript above, the student felt that the teaching learning process was more fun and enjoyable so that it was easy for her to memorize words faster although not really fast because the teaching-learning process was not stressful. She added that their friends improved their speaking skills because the teaching-learning process was more fun and enjoyable than usual. They felt that the think-pair-share could improve their ability in practicing speaking. They also enjoyed their performance. They really learned English with the researcher because learning with the researcher was fun and easy. It motivated the students to study. The studentssaid that they were really motivated in learning speaking by using the think-pair-share, sothat they did not get bored as they did in the previous lessons which full ofexplanation and writing down the theories. They also asked the researcher to teach in their class again.

R: *Gimana think-pair-sharenya tadi?* ('How about the think-pair-share?')

S: *Lumayan asyik mbak. Kita langsung bisa menerapkannya di depan kelas.* ('That was interesting miss, we can apply it in front of the class.')

R: Jadi berani? ('Are you brave?')

S: *Iya miss khan mau gak mau kita tetep harus maju. Asyik e miss kalaupakai think-pair-share gitu.* ('Yes, we should perform in front of the class. Itwas very interesting to use the think-pair-share in learning speaking.')

(Interview Transcript 3. Wednesday, October 24ᵗʰ, 2012)

From the questionnaire, 73% or 25 of the students argued that their involvement in the learning process improved their speaking ability. Think-pair-share technique allowed them to be more active than passively listening and sitting by doing nothing except writing theories. The following data prove that the students' involvement in the learning process improved. The active class was built in this activity. The involvement of the students increased more after the researcher used the think-pair-share technique.

Question2	: *Apa yang membuat kegiatan think-pair-share menarik?*('What makes the think-pair-share technique interesting?')
S1	: *Karena kegiatan think-pair-share lebih seru dan santai.* ('Because the think-pair-share technique is more attractive and relax').
S2	: *Karena ada games yang diberikan, ada juga penghargaan untuk siswa yang aktif.* ('Because there are some games and also rewards for the active students')
S3	: *Karena kita mengerjakan soal dengan dibatasi waktu yang membuat kita mengerjakan dengan serius.* ('Because we do the task using limited time so we do it seriously')
S4	: *karena kita jd lebih aktif dari pada pas pelajaran biasanya, cuma duduk sama nyatet aja.* ('Because we can be more active in the class, usually we are just sit and write the materials').

3) Improving students' self-confidence through pair activity

Pair activity enabled them to speak more than they did in the whole-class activity. Moreover, in this activity they could assess their classmates' speaking. The students' self confidence was built in this pair activity.

The researcher asked each student in every pair to perform their discussion result that they made in front of the class, and then the teacher gave somequestions about what the group performed. They were enthusiastic aboutthis activity

(Field Note 3. Saturday, October 2nd, 2011)

R: *Siang, bisa ganggu sebentar?* ('Excuse me, do you have time for me?')
S: *Ya mbak* ('Yes, certainly')
R: *Gini, menurut kamu, gimana aktifitas tadi?* ('What do you think about the activity?')
S: *Wah asyik mbak.* ('It is fun')
R: *Kenapa kok merasa asyik?* ('Why?')
S: *Soalnya think-pair-sharenya seru jadi bisa saingan ma kelompok yang lain* ('Because, the think-pair-share was fun and we can perform it competitively.')
R: *Tapi tadi ngrasa PD gak pas diminta maju?* ('Do you feel confident?')
S: *Pertamanya nggak mbak, tapi lama-lama jadi PD kok.* ('At first, I didnot feel confident. After that I was confident during this activity.')

(Interview Transcript 4. Saturday, October 27th, 2012)

Besides, pair activities were also recommended by the teacher because it was easier to handle and to assess. The teacher said that it was difficult for the researcher to handle the big class (consisting of 34 students). In pair activity, the students could express their dialogue and the other pairs answer the questions. They could share with their friend in the pair to answer the questions.

R: *Menurut ibu pelaksanaan think-pair-sharenya gimana ya?* ('In your opinion, what do you think about the activity of the think-pair share today?')
T: *Gini ya mbak, siswa kelas VIII ini biasanya tidak terlalu aktif, tapi tadi saya liat dengan menggunakan think-pair-share anak-anaknya jadi pada mau maju.* ('The VIII grade students are not too active, sometimes. But by using the think-pair-share technique they want to perform in front of the class')

(Interview Transcript 5. Saturday, October 27th, 2012)

Question4	: *Menurut Anda, apakah kegiatan thik-pair-share membuat kepercayaan diri Anda meningkat?* ('Does the think-pair-share technique improve your self confidence?')
S1	: *Ya, karena kita bisa mendiskusikan jawabannya dulu dengan teman.* ('Yes, because we can discuss the answer with our partner')
S2	: *Cukup meningkat.* ('My self confidence increase significantly')
S3	: *Tentu saja, karena saya jadi PD mau maju ke depan kelas.* ('Of course, it makes me to have self confidence to present my answer in front of the class')
S4	: *Ya, lumayan.* ('Yes, not bad')

4) Giving rewards to motivate the students.

To motivate the students, rewards were given in the form of good comments, points, and also gift. Showing good respect to the students by giving good comments to the students when they tried to be active in the English teaching and learning process was done to appreciate the students. It wasexpected that the students would be more motivated in learning because theywould feel that they got rewards in doing the tasks successfully. This plan was implemented by saying "Good", "Excellent" or "Great" when the students tried to answer the questions or did anything they were asked to do. Not only good comments but also points and gifts were given to thestudents. The points were given to the active group in each meeting. A gift would be given to the active students in every meeting. The students were also askedto give applause to their friends who had tried to perform in front of the class. The followingfield note describes one of the situations.

> When there was an active student in the teaching and learning process and followed the think-pair-share well, the researcher gave a point to the him in form of number that could be used for increasing their lesson mark. There searcher asked the students to give applause for the student that wanted to be a volunteer to perform first. The active student got a point and also gift.

(Field Note 3. Saturday, October 7th, 2012)

R: *Menurut bu Leginah, setelah saya menggunakan think-pair-share, classroom English dan reward, apakah ada perkembangan pada speaking skill anak*? ('In Mrs. Leginah's opinion, after I implemented the think-pair-share, classroom English and giving rewards, is there any improvement in the students' speaking skill?')

ET: *Belum begitu terlihat perkembanganya mbak, kan baru dua kali?Lihat besuk diakhir saja, waktu post test itu lho, pasti kelihatan. Tetapi, anak-anak sekarang sudah pintar bilang kata-kata pake bahasa Inggris.* ('Icannot seethe improvement yet, it just in the second meeting? Let's see in the endof the activity, in the post test time, we can see the improvement. But,the students can say English words well now.')

R: *Ya bu, itu berarti classroom Englishnya sudah lumayan sukses hehe.*('OK mom, it means that the classroom English is successful enough,hehe.')

(Interview Transcript 6.Saturday, October 27th, 2012)

In summary, from the goal of improving students' speaking skill through the think-pair-share technique, there were some corrections needed in some points, such as vocabulary mastery, and pronunciation. Some students still seemed to have difficulties inthese points. In each meeting after closing, the researcher gave reviews to check the students' vocabulary mastery in performing the think-pair-share technique. The students were chosen randomly to hold the interview. In the second meeting, there was improvement in students' vocabulary mastery but some of them still had difficulties in the pronunciation.

R: *Sekarang miss mau tanya sama mbak Mega, Lia and Berlianaita. Apa to yang paling sulit saat belajar menggunakan think-pair-share tadi?* ('Now, I will askto Mega, Lia and Berlianita. What are the difficulties in the learning using think-pair-share?')

S1: *Susah bacanya. Salah terus.* ('It is difficult to read the text. I alwaysmake a mistake.')

R : *OK, kalo mbak Mega?* ('OK, what about Mega?')

S2:*Iya miss, sama. Apalagi baca kata-kata yang susah.* ('Yes, miss the same as Nita. Iget difficulties when I read the difficult words.')

S3: *Kata-katanya banyak yang nggak tahu cara bacanya, aneh sih..tulisan sama bacanya bedo.* ('I find it difficult to read many words, that are sostrange. The spelling and pronunciation are different.')

(Interview Transcript 7.Saturday, October 27th, 2012)

The cycle could improve the condition of the English teaching and learning process in SMP N 4 Ngaglik. The English teaching and learning process had become more interesting. The students did not easily get bored.

c. Reflection of Cycle 1

After implementing the action, the researcher and the collaborator reflected on the action that had been done in order to evaluate the action. The discussion was done based on the observations in the teaching and learning process, the students' and the collaborator's opinions. The research team members discussed the problems and solutions in each meeting, and at the end of the cycle they discussed the whole stages of the cycle as a consideration to plan for the next cycle.

1) Using classroom English

The first meeting gave a good starting point for this research. The students welcomed the researcher and the English Teacher and they listened to the researcher. In this meeting, it was assumed that the students knew what to do during the lesson and that they understood what was expected by the researcher and the teacher in the next meetings. Using classroom Englishduring the teaching process could motivate the students to speak English.Moreover, it could increase the students' opportunities to speak English in theclass during the teaching and learning process. The students would be familiar with the English words. Therefore, for the next cycle, the teacher had to make sure that more students used English in asking or answering simple questions also listening to and answering questions about routines. The students were also more active in speaking English, when they used classroom English.

2) Improving students' motivation and involvement through think-pair-share technique

Students' courage in speaking English is sometimes hidden by their reluctance in speaking English largely due to their inability in understanding the English grammar. Feeling shy made the students prefer to be silent and not active. Using the think-pair-share technique was an appropriate activity to improve the students' motivation and improvement. Production session of the activity would result in amuch better students' performance.

3) Improving students' self-confidence through pair activity

Students' self-confidence is the important part for learning speaking skills. They should have the courage to perform in front of the class. The researche rshould have creativity to build the students' self-confidence. In this cycle, the students have made some improvements in performing their work in the production activity. Although some students couldn't enjoy the performance session because some of them did not feel confident with their speaking, most of them tried to speak English. In this meeting the researcher used English as the medium of instruction. However, the researcher should repeat some instructions when the students looked confused.

4) Giving Rewards to motivate the students

Giving rewards to motivate the students was effective in making the students become more active. When the students who did the task successfully were praised, they seemed happy and they wanted to do the task given in the next activity. They became happier when they were given the rewards. They became

more motivated in doing the task. They also participated more actively inthe English teaching and learning process. This action was considered as effective to solve the problem that the students were passive in the English teaching and learning process.

2. Findings of Cycle I

Based on what the researcher had planned, acted, observed and reflected in Cycle I, the researcher came to the following findings. Using classroom English was successful in improving the teaching of English speaking skills practices and made them more familiar with the English words. As planned in the beginning of the action, in this first cycle, the researcher sometimes used Indonesian translation in explaining some difficult aspects, suchas the materials and the instructions. Using Indonesian translation in Cycle I helped the students who got difficulties in understanding the explanation when theteacher spoke English all the time.

In addition, the implementation of the think-pair-share technique was generally successful in improving the teaching of English speaking skills practices and student's involvement. Think-pair-share were used to improve the students' ability inthe practice of teaching speaking skills and made the students more active in the class. They will be motivated in learning speaking using this activity. Most of students were actively engaged in the activities. Based on the interviews held after the action, those indicated that they were very enthusiastic about this activity.

Furthermore, the implementation of pair groups consisting of two tstudents in Cycle I was not successful enough to improve the students' involvement in the teaching and learning process. This activity made the class noisy and some students did not actively participate in this activity although there were some the students who participated well.

2. The Implementation of Cycle II

a. Plans of Cycle II

Based on the evaluation and recommendation for Cycle I, the researcher and the English Teacher planned some efforts as actions to solve the problems that werestill found in improving the teaching of English speaking skills practices. Basedon the result of the discussion with the English Tacher on October 24th, 2012, the action plans of the first cycle that would be performed were:

a. Using classroom English effectively in the classroom

b. Improving students' self-confidence by preparing the students to speak spontaneously

c. Giving rewards to motivate the students.

d. Giving feedback on the students' pronunciation and grammar

In order to solve those problems, the researcher and the English Teacher still used mostly similar activities to those in Cycle I, such as adapting the think-pair-share technique to improve the student's involvement and giving rewards to improve the students' motivation. However, the implementation of classroom English by using Indonesian translation was revised by using the paraphrase and synonym of the English words. Besides, there were some new actions such as giving feedback on the students' pronunciation and grammar and asking the students to prepare the students to speak spontaneously which were added to Cycle II. In addition, the researcher and the English Teacher also focused the efforts on giving rewards. The efforts were described as follows:

1) Using classroom English effectively in the Classroom.

As the implementation of classroom English in Cycle I was successful to increase the students' opportunities to speak English, the researcher decided to useit in Cycle II. However, different from the previous cycle, in this cycle the researcher used some paraphrases or synonyms of the English words to make the students understand them so that they did not depend on the English. The use of classroom English in this cycle was still the same as that in Cycle I. The researcher planned to use classroom English in several functions, such as to open the lesson, to elicit the materials that would be learnt, to explain the materials, to give the instructions of the activities, and to end the lesson.

2) Improving students' self-confidence by preparing the students to speak spontaneously

In Cycle I, the condition of the class was very crowded. So, the researcherplanned to prepare the students to speak spontaneously. It made the students focuson the speaking activity. The researcher also trained the students to be ready forany turns in speaking in order to make the students not escape from being asked tospeak when they got the turn.

4) Giving rewards to motivate the students

The researcher still planned to give rewards in the form of points for the students who were willing to perform in front of the class voluntarily. This action was planned based on the findings in the previous cycle revealing that the students were still shy and reluctant to perform in front the class voluntarily. Therefore,

bygiving rewards, the researcher hoped that the students would be more enthusiastic to come in front of the class to perform.

5) Giving feedback on the students' pronunciation and grammar

As what was found in Cycle I, though the students' pronunciation was still poor, they were very enthusiastic to know the correct pronunciation of some words, not only their pronunciation but also the grammar. Then, the researcher planned to keep giving feedback on the students' pronunciation and also the students' grammar after they performed in front of the class in order to make the students understand and they would not make some mistakes. The comparison of the actions between Cycle I and Cycle II could be seen in Table 3.

Table 4.3: The Comparison of the Actions in Cycle I and Cycle II

Cycle I	Cycle II
Using classroom English	Using classroom English effectively in the classroom.
Improving students' self-confidencethrough pair activities	Improving students' self-confidence by preparing the students to speak spontaneously
Giving rewards to motivate thestudents.	Giving rewards to motivate the students who wanted to perform in front of the class voluntarily
-	Giving feedback on the students'pronunciation and grammar

b. Action and Observation of Cycle II

Cycle II was conducted in two meetings, they were on October 29th and 31st, 2012. In this cycle, the materials were Descriptive Text. In the first and second meetings, the researcher discussed Descriptive text. In this cycle, while the researcher implemented the action, the English Teacher took notes at the back of

the class to observe the teaching andlearning process. The data during Cycle II were collected through classroomobservations and interviews. Below were the actions that the researcher implemented in Cycle II:

1) Using Classroom English effectively in the Classroom.

The classroom English in Cycle II was implemented in all two meetings.It was similar to that in the previous cycle, the researcher implemented it in several functions, such as to open the lesson, to elicit the material that would be learnt, to give the instructions of the activities, and to end the lesson. As found in Cycle I, the implementation of classroom English was successful ingetting the students familiar with the English words. The implementation of this action could be seen in the extract below.

> The researcher opened the class in the morning, she said "Good morning everyone, are you all well today?" most of the students answer the question by saying "morning miss". Then the teacher asked "How are you today?" also most of the students answer "Fine thanks, and you?"
>
> (Field note 4, Monday, October 29th, 2012)

From Field note 4 above, it could be seen that the students were more familiar with the English words so that they understood what the teacher's said without translating the sentences

3) Improving students' self-confidence by preparing the students to speak spontaneously

In this meeting, the teacher trained the students to be ready for any turns inspeaking. The students could not escape from being asked to speak when they got

the turn. The use of a simulated environment proved that the students prepared themselves spontaneously to be ready for speaking at any time they got it.

> The students enjoyed the think-pair-share. They looked waiting for their turns. They were also busy preparing their turn by trying to say something according to the condition in the hand out that they got.

(Field note 5, Friday, November 4th, 2012)

In 2nd meeting in Cycle II, the students spoke based on their turns which were designed. They could be ready with their turns spontaneously. Thus, the students had already known when they should speak and when they should listen to their friend's talking.They also tried to pay attention and listen totheir friends' answer. It could be seen inthe following transcripts.

> R: *Gimana think-pair-share nya tadi?* ('How was the think-pair share?')
> S: *Haha.. bikin tegang.* ('It made me feels nervous, miss')
> R: *Lha kenapa?*('Why?')
> S: *Nunggu giliran miss. Khan tadi deg-degan aja nunggu giliranku.* ('I felt nervous, when I was waiting for my turn')
> R: *Oh..tapi mudah gak tadi?* ('Is it easy?')
> S: *Mudah mbak, kita jadi tau informasi apa yang diomongin sama temen. He he.* ('It is easy mom, we know about the information from the friends')
> R: *OK, terimakasih.* ('Ok, thank you.')

(Interview transcript 8, Monday, October 29th, 2012)

> R: *Menurutmu, gimana aktifitas tadi?* ('In your opinion, how is the activity today?')
> S: *Asyik miss, tapi sempat gag mudeng gimana jawabnya, tapi setelah lihat temen-temen yang udah jawab, jadi mudeng mbak.* ('It is fun. At first, I did not understand how to answer the questions, but after I saw the friends' answer, I could understand.')

(Interview transcript 9, Monday, October 29th, 2012)

> R: *Apa yang kamu dapat dari aktifitas tadi?* ('What do you get from the activity?')
> S: *Cara bikin descriptive text.* ('How to make descriptive text')
> R: *Berarti dah mudeng to?* ('It means that, you understood, right?')
> S: *Iya mbak,* ('Yes miss')

(Interview transcript 9, Wednesday, October 31st, 2012)

4) Giving rewards to motivate the students

Regarding the findings of Cycle I in that some students were still reluctant and shy to perform in front of the class voluntarily, the researcher provided some rewards to make the students more enthusiastic. The rewards were given in the forms of points and gifts. The teacher always told the students in every beginning of the activity that she would give a point to the students who wanted to perform voluntarily. During this cycle, this action could make the students more enthusiastic to express their idea without being asked to express orally. This finding could be seen in Field note 6 (Friday, November 4, 2012).

> There werefour students who wanted to perform the example of the text voluntarily. Afterthey performed the dialog in front of the class, the researcher asked all of thestudents to give applause and she said "Good", "Well", and "Great.

5) Giving feedback on students' pronunciation and grammar

In Cycle I the teacher found that the students made mistakes inpronouncing some words and making the sentences, so that she trained to give feedback on the students' pronunciation and grammar. Giving feedback on the students' pronunciation and grammar was needed to improve the students' ability in making good constructions of the sentences before they performed them. She could insert some minutes to explain the constructions/ patterns of sentences. It included some

pronunciation practices without ignoring the main target of the research and without losing her main purpose of the overall classroom activities. It would not be of any objection if the teacher gave a little while extra lesson on guidance in public speaking and motivating them to perform in front of the class better. After the teacher gave the feedback, she asked the students to check their work again before they submitted their answer in order that they did not make a mistake next time. However, there were some students who made few mistakes,when they answered the questions.

c. Reflection of Cycle II

Some actions had been implemented as the effort in improving thes peaking ability of class VIII C students. In the reflection, the research members gavetheir responses and comments toward the implementation of the actions. From the implementation of the actions above, some findings were described as follows:

1) Using classroom English

Using classroom English was effective to improve the students' motivation and involvement in leaning speaking skills. The students got many opportunities to communicate in English during the teaching learning process. In addition, they also got opportunities to ask questions, when they got difficulties to understand a word. The teacher tried to paraphrase the difficult sentences in order to make the students understand the sentences. She also gave the synonyms of the difficult words so that the students were familiar with the words. Moreover, she tried to repeat the unfamiliar greetings in order to make the students familiar with the expressions. This could be inferred from the following extract:

The teacher opened the class in the morning. She said "Good morning everyone, are you all well today?" but, some students looked confused. Eri said "*Apa miss artinya? Gak mudeng e.*" So the teacher told the students what the meaning of the sentence was using the similar sentences."How are you today?"

(Field note 4, Monday, October 29th, 2012)

3) Improving students' self-confidence by preparing the students to speak spontaneously

The implementation of think-pair-share technique was successful to improve the students' readiness in presenting their result. Based on the open-ended questionnaire some students stated that this think-pair-share technique could improve their preparation to speak spontaneously. They said that this technique made them readyfor their turns. They should be ready with their work result.

4) Giving rewards to motivate the students

The implementation of giving rewards was successful to improve the students' motivation and involvement during the teaching learning process. After the researcher implemented this action, the students became more active in the teaching learning process. Moreover, the students were enthusiastic with this activity. Some students wanted to perform the dialog in front of the class without being asked by the teacher. They also felt confident when performing it.

In several meetings the teacher gave points as a reward. This action made the students joined the learning process and activities actively because they wanted to get a point in their activity. In addition, the teacher also asked the students to give applause after some students performed in front of the class. This action was done to make the students feel satisfied because they had already succeeded in their

performances. In some actions, the researcher also gave a gift for an active student to make the other students active.

5) Giving feedback on the students' pronunciation and grammar

The implementation of this action was successful to improve the students'understanding on how to pronounce the correct words and how to make the sentences by using correct grammar. The students were more enthusiastic when the researcher asked them to repeat the words after her. They felt that they got the way to pronounce the words correctly. In addition, the teacher stated that giving feedback on their pronunciation and grammar was important to make the students understand how to pronounce and make sentences correctly

3. Findings of Cycle II

In reference to what the researcher planned, acted, observed and reflected in Cycle II, the researcher came to the following findings. The implementation of classroom English using some paraphrases and synonyms to translate the unfamiliar words was successful to improve the students' speaking skills. It also made the students familiar with the new expressions of greeting, instructing or ending the class. Besides, it was effective for the students to respond to the new expressions appearing during the teaching learning process.

Meanwhile, giving reward to the students who wanted to be a volunteer was successful in improving the students' motivation and involvement in learning speaking skills. Moreover, they were enthusiastic about the point that the researcher gave. Besides, giving feedback on the students' pronunciation and grammar was also successful in improving the students' understanding of the new words. They had already known how to pronounce the new words correctly,

although they still made a few mistakes. Moreover, they had already known how to make correct sentences.

The action of giving points to the active students got a positive response. The students became more active in the teaching and learning process. They tried to be involved in each activity actively. They were motivated to answer the teacher's questions. They had more courage to practice speaking in English.The implementation of making a set of rule was effective in controlling the condition of the class. The class condition became conducive and all of the students obeyed the rules. Moreover, they were able to speak spontaneously without making some notes.

Regarding the findings of Cycle II that all actions were successful in improving the students' speaking skills and the objectives of the research were achieved, the researcher and the collaborator agreed to end this research in this cycle. In summary, the differences in speaking teaching and learning process during Cycle I and Cycle II could be seen in Table 4.4.

Table 4.4: **The Improvements in Teaching and Learning Process of Speaking during Cycle I and Cycle II**

The Improvement of the cycles

Before Cycle	Cycle I	Cycle II
Teacher just focused on delivering the materials and paid less attention tothe students' motivation	Teacher began to pay attention to the students'motivation by givin grewards to the most active student.	Teacher was not only giving rewards to the most active student, but the teacher also gave feedback on the students' pronunciation and grammar
Teachers did not have ideas in creating different activities in the class	Teacher had the idea of using the think-pair-share technique toimprove the students' motivation and involvement in the teaching and learning ofEnglish.	Teacher used variation in the think-pair-share technique to improve thestudents' motivation and involvement in the teaching and learning of English.
The students had less motivation to learn English	Some students had already been motivated during the teaching and learning process. They were confident to express their ideas. Although some students were still shy and reluctant when they were asked to express their idea	Most of the students were confident and enthusiastic to perform their result in front ofthe class without being asked by the researcher.
The students were shy to express their ideas in English	Some students began to express their ideas in English. Some of them spoke in English whenthey wanted to do something or when they wanted to ask something.	The students weref amiliar with the researcher's expression such as greeting, instructing and ending the class and they responded to the researcher's expression. So, they could imitate their teacher's talk. They were not shy to speak in English
They were not active in the class	Some students began to be active in the class, they wanted to asksomething that	Most of students were active in the class because the teacher maximized giving

	they didn't understand.	rewards. They were active when they worked in pair.
They paid little attention to the teacher's explanation	Some students began to pay attention to the teacher's explanation because the explanation was presented interestingly.	Most of the students always paid attention tothe teacher's explanation because they wanted tobe the best in the class.

C. The Results of Speaking Test

The implementation of the think-pair-share and its accompanying actions were successful in improving the students' speaking skills in two cycles. That finding could be inferred from the observations of the teaching and learning process, the interviews with the students and the collaborator. Besides, it was also supported by the result of pre-test and post-test of the students' speaking skills. The researcher and the English teacher conducted the pre-test on Monday, October 22nd, 2012. The topic of the test was Invitation in the form of making dialogue. In this speaking test, the students were asked to make and perform a simple dialogue in front of the class.The topic was written in the handout, and then the students were asked to choose one of the topic provided. They should make a simple dialogue and perform the result in front of the class.

Meanwhile, the post-test was conducted on Saturday, November 3th, 2012.The topic of the post test was Descriptive Text. The topic was written in the handout. They should make a simple descriptive text and perform the result in front of the class To assess the students'speaking skills in the pretest and post-test, the researcher and English teacher useda rubric which involved four aspects of speaking, such as fluency, accuracy,pronunciation and intonation. The students'

speaking scores in the pre-test could be seen in Appendix. Meanwhile, the summary of the result of the pre-test could be seen in Table above:

Table 4.5: The Result of the Students' Speaking Skills in the Pre-test

Data	Pre-Test	
	Researcher	**English Teacher**
Mean	66,7	68,3
Number of the Students	34	34

From Table 5, based on the researcher's assessment, it was found that the mean of the students' speaking skills was 66.7. Meanwhile, from the English teacher's assessment, the mean of the pre-test was 68.3. From those assessments, it could be inferred that the students' speaking skills was low because the minimum passing criteria (KKM/ Kriteria Ketuntasan Minimum) of English subject in this school was 7.0.

In the post test, both the researcher and the English teacher assessed thes tudents' speaking skills scores by using the same rubric. The result of the students' speaking scores in the post-test could be seen in Appendix. The summary of the students' ability in the post-test was presented in Table 6.

Table 4.6: The Result of the Students' Speaking Skills in the Post-test

Data	Post-Test	
	Researcher	**English Teacher**
Mean	71,2	71,1
Number of the Students	34	34

Based on Table 6, from the researcher's assessment, it was found that the mean of the students' speaking skills was 71.2. Meanwhile, from the English teacher's assessment, the mean of the post-test was 71.1. Thus, all of them had passed the minimum passing criteria (KKM). From those results, it could be concluded that the students' speaking skills had improved since the means of the students' speaking skills scored both by the researcher and the teacher had improved, from 66,7 and 68,3 in the pre-test, while in the post-test the scores are 71.2 and 71.1.

CHAPTER V

CONCLUSIONS, SUGGESTIONS, AND IMPLICATIONS

This chapter discusses the conclusions, suggestions, and implications relevant to this study. The detailed explanation of each point is presented below.

A. Conclusions

The objectives of the study are to describe how the think-pair-share technique can be implementedto improve the teaching of speaking skills of grade VIII C students of SMP N 4 Ngaklik Yogyakarta and describe the improvement of the students' speaking skills due tothe improvement of the process. Based on the objectives of the study, the result of the study is the description of how the think-pair-share technique is implemented to improve students' speaking skill. According to the research findings in Chapter IV, the researcher implemented the think-pair-share technique and some other actions such as using classroom English, using pair activity, and giving rewards to improve the students' motivation. By implementing those actions, the teaching of English speaking skills could be improved. It could be seen from the students' involvement in the pre-test and post-test result.

The use of think-pair-share technique in Cycle I successfully created conducive and comfortable class atmosphere. It immediately helped students to gain their motivation and enthusiasm to learn and to get involved in class activity. There was also a better understanding of the materials given, that is "invitation" among the students in this first cycle.

In Cycle II, it was found that there was greater motivation among students at class. The activity that was implemented seems successful to improve their

motivation to learn English. Moreover, it had an effect on expanding students' knowledge and ability to create a better achievement. There was also a better understanding of descriptive texts' contents, genericstructures, and language features among the students in this second cycle.

B. Implications

Based on the results of the actions, it is implied that the students should bemore active in the teaching and learning activities of speaking so that their speaking skills could be improved. They should be more familiar with the English words which they learnt. It is also implied that the teacher should use various technique in the teaching and learning process of speaking since they can give some benefits. First, they can improve the students' speaking skills. Secondly, they can increase their involvement in the speaking teaching and learning process. Thirdly, they can increase the students' enthusiasm.

Furthermore, the teacher should be able to control thestudents who working in pair. Both of them should participate equally because each of them has different responsibilities in the activities. It is also implied that the teacher should be able to manage the class so that the process of implementing the think-pair-share technique could run well. Besides, the teacher should know the students' characteristics so that the activities could cover all of the students' interests.

C. Suggestions

Based on the conclusion of the study, some suggestions will be directed toward the English teachers and other researchers.

1. To English teachers

The English teachers need to try to keep on applying the other technique such as think-pair-share technique so that the students will be more motivated in the English teaching and learning process. During the research, the researcher only used media such as pictures and handouts. The English teachers can use other media such as power point so that the students will be more interested in the activity. Besides, it is necessary for the English teachers to improve the quality of their English teaching in order that it matches the goal of communicative language teaching by having various kinds of activities which enable the students to produce the language both written and spoken. Besides, reading more books on how to teach English in more interesting and meaningful ways will make them more skillful in creating variousteaching activities.

2. To the Other researchers

This study is mainly intended to describe how the think-pair-share technique is implementedto improve the teaching of speaking skills of grade VIII students of SMP N 4 Ngaglik. The other researchers may follow up this study in different contexts in order to find more actions to improve students' speaking skills. This study may be used as one of the reading sources before the researchers do an action research related to the development of the students' speaking skills.

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APPENDICES

1
FIELD NOTES

FIELD NOTES

Field Notes	Activities
Field Note 1 Senin, 22 Oktober 2012	- Peneliti masuk kelas bersama dengan guru bahasa Inggris yang juga sebagai kolaborator dalam penelitian. Peneliti memulai pertemuan pertama dengan memperkenalkan diri kepada siswa dan memberitahukan bahwa dalam beberapa pertemuan akan menggantikan guru bahasa Inggris untuk mengajar dikelas. - Peneliti menerangkan bahwa pada pertemuan pertama kali ini, akan diadakan penilaian kemampuan berbicara siswa (*pre-test*). Karena sebelumnya guru bahasa Inggris sudah menerangkan akan ada penilaian pada hari ini, siswa sudah mempersiapkan diri untuk maju ke depan kelas. - Peneliti membagikan materi yang sudah disediakan sebelumnya, tidak lupa peneliti juga menerangkan cara melaksanakan kegiatan *think-pair-share* ini. - Siswa diberi waktu selama 30 menit untuk mempelajari materi yang diberikan dan maju kedepan kelas sesuai perintah. . Mereka maju secara acak. Guru dan peneliti duduk dibelakang kelas untuk menilai kemampuan berbicara siswa. - Setelah seluruh siswa maju kedepan kelas, guru dan peneliti mengakhiri pelajaran. Peneliti memberitahukan kepada seluruh siswa bahwa pada pertemuan selanjutnya akan diadakan kegiatan yang hampir sama dengan kegiatan pada hari ini. Siswa harus bersiap-siap untuk mempelajari materi selanjutnya. Hasil penilaian dari guru bahasa Inggris diserahkan kepada peneliti. - Pada jam istirahat, peneliti melakukan wawancara terhadap siswa dan guru, wawancara dilaksanakan secara santai dan tidak formal. Wawancara dilaksanakan untuk mengetahui keadaan siswa dan pendapat guru tentang kegiatan *think-pair-share* ini.
Field Note 2 24 Oktober 2012	- Di pertemuan kedua ini, peneliti memulai pelajaran dengan menyapa siswa dengan sapaan "*Good morning* dan *how are you?*". Seluruh siswa menjawab sapaan tersebut dengan benar. Setelah itu, peneliti bertanya "*Who is absent today?*", sebagian siswa menjawab *"nihil"*

	dan ada sebagian siswa yang tidak menjawab.
	- Peneliti kemudian memberikan materi selanjutnya yang masih berkaitan dengan materi pretest di pertemuan sebelumnya.
	- Peneliti menjelaskan kepada siswa bahwa pada pertemuan kali ini, peneliti akan mengajarkan materi tentang invitation dengan cara yang berbeda yaitu menggunakan metode *think-pair-share*.
	- Peneliti menerangkan tentang *think-pair-share* dan juga peraturan dalam *think-pair-share*. Siswa mendengarkan dengan baik.
	- Peneliti melanjutkan pelajaran dengan menjelaskan materi tentang invitation
	- Peneliti bertanya kepada siswa tentang pengalaman mereka saat mengajak atau mengundang teman untuk mengikuti suatu acara. Para siswa memberikan respon yang antusias walaupun ada beberapa yang hanya diam.
	- Setelah mengulas tentang materi tersebut, peneliti menyuruh siswa membuat kelompok yang terdiri dari 2 orang. Mereka memilih kelompok yang sudah ada seperti pada pertemuan pertama. Peneliti kemudian membagikan worksheet yang berisi tugas yang harus dipraktekkan oleh siswa. Siswa diberi waktu kurang lebih 20 menit untuk mengerjakan tugas tersebut dan menghafalkan dialog. Setelah siswa siap, peneliti memilih kelompok secara acak untuk maju ke depan dan mempresentasikan hasilnya.
	- Setelah semua maju kedepan kelas, peneliti mengulas tentang ekspresi yang dapat digunakan dalam invitation. Peneliti juga mengulas tentang kemampuan siswa dalam mengucapkan kata-kata dalam bahasa Inggris.
	Peneliti mengoreksi beberapa kesalahan siswa dalam mengucapkan kata-kata dalam bahasa Inggris.
	- Peneliti mengakhiri pertemuan kali ini dengan memberitahukan kepada siswa bahwa pada pertemuan berikutnya akan ada kegiatan seperti ini. Siswa diminta untuk mempersiapkan materi selanjutnya.
	. Siswa juga harus mempelajari materi sebelumnya dirumah.
Field Note 3	-Dipertemuan ketiga ini, peneliti masih menerangkan tentang materi

27 Oktober 2012	invitation. Peneliti mengulas sedikit tentang materi yang telah dibahas pada pertemuan sebelumnya untuk meyakinkan bahwa siswa sudah mengerti tentang ekspresi mengajak atau menolak ajakan. - Setelah seluruh siswa mengerti tentang ekspresi yang dapat digunakan, peneliti memberikan soal kepada siswa. Soal-soal yang diberikan berhubungan dengan materi invitation. Siswa menjawab soal-soal tersebut secara bergantian dan tepat. - Setelah mengerjakan soal-soal tersebut, siswa diminta untuk bergabung dengan pasangan yang telah dipersiapkan sebelumnya, kemudian peneliti membagikan handout kepada masing-masing kelompok. Handout yang dibagikan berisi tentang situasi dan kosa kata yang berhubungan dengan materi invitation. - Siswa diminta untuk mengisi ekspresi-ekspresi yang biasanya digunakan dalam invitation dan membuat dialog yang sesuai dengan situasi yang ada pada handout tersebut. Mereka diperbolehkan untuk melihat catatan pada buku mereka maupun catatan yang masih ada dipapan tulis. - Siswa diberi waktu 20 menit untuk membuat dan mengingat dialog yang mereka buat. Siswa juga menerapkan metode think-pair-share dalam menyelesaikan tugasnya. Peneliti hanya memberikan waktu 20 menit karena dipertemuan sebelumnya peneliti sudah memberitahukan kepada siswa tentang kegiatan yang akan dilaksanakan hari ini sehingga siswa dengan mudah dapat menyelesaikannya. - Siswa lebih aktif di dalam kelas, tidak seperti pada pertemuan sebelumnya. -Peneliti memperbolehkan mereka bertanya. Peneliti juga memberitahukan kepada siswa bahwa siapapun yang aktif didalam kelas akan mendapatkan *rewards* atau hadiah berupa point dan *gift*. - Point yang diberikan akan digunakan sebagai pertimbangan oleh guru dalam menilai bahasa Inggris diakhir semester, point diberikan kepada kelompok yang paling aktif sedangkan *gift* diberikan kepada salah satu siswa yang paling aktif didalam kelas disetiap pertemuan. -Peneliti juga bertanya kepada setiap kelompok tetntang dioalog yang

	mereka buat serta menanyakan kesulitan apa yang mereka temukan.
	- Setelah seluruh siswa menyelesaikan pembuatan dialog, satu per satu kelompok maju kedepan kelas untuk memperagakan dialog yang telah mereka buat.
	- Setelah seluruh kelompok maju, peneliti memberikan ulasan tentang kegiatan yang telah dilaksanakan pada hari ini.
	-Siswa terlihat sangat antusias dengan kegiatan tersebut. Mereka terlihat lebih aktif dari sebelumnya. Peneliti juga mengulas tentang cara pengucapan kata-kata dalam bahasa Inggris yang benar.
	- Peneliti mengakhiri pelajaran dengan memberitahukan kepada siswa bahwa pertemuan berikutnya siswa sudah harus mempelajari tentang materi Descriptive Text. Mereka harus membaca tentang materi tersebut dibuku pelajaran mereka masing-masing.
Field Note 4 29 Oktober 2012	- Peneliti memulai pertemuan kali ini dengan menyapa siswa menggunakan sapaan berbeda yaitu "Good morning everyone, are you well today?". Seluruh siswa hanya diam dan terlihat bingung, beberapa siswa betanya tentang arti kata tersebut. Peneliti menjelaskan bahwa sapaan tersebut artinya "apakah kalian baik hari ini?". Dan siswa menjawab "I'm fine, thank you". Peneliti menjelaskan bahwa sapaan tersebut dapat digunakan sebagai pengganti sapaan "How are you today".
	- Pada pertemuan kali ini, peneliti hanya menjelaskan tentang materi Descriptive Text kepada siswa. Peneliti menjelaskan segala sesuatu yang berkaitan dengan Descriptive Text.
	-Para siswa memperhatikan penjelasan dengan antusias.
	- Peneliti menjelaskan bahwa kegiatan pada minggu depan masih sama dengan kegiatan pada pertemuan-pertemuan sebelumnya walaupun akan lebih rumit.
	- Setelah keseluruhan materi diberikan, siswa diberi soal-soal tentang materi Descriptive Text. Soal-soal tersebut diharapkan dapat menambah pemahaman siswa untuk pertemuan berikutnya.
	- Setelah siswa mengerjakan seluruh soal, peneliti bertanya kepada beberapa siswa tentang kegiatan think-pair-share yang sudah

	dilaksanakan dipertemuan sebelumnya, banyak siswa yang antusias dengan kegiatan tersebut. Mereka mengatakan bahwa selama ini tidak ada kegiatan-kegiatan seperti itu, kegiatan yang diberikan oleh guru bahasa Inggris mereka hanya mencatat dan mengerjakan soal-soal pada LKS. - Peneliti menutup pertemuan dengan mengingatkan kembali kepada siswa bahwa pertemuan yang akan datang, mereka harus mempersiapkan diri tentang kegiatan think-pair-share selanjutnya yang akan diberikan.
Field Note 5 31 Oktober 2012	- Peneliti memulai kegiatan pada pertemuan ini dengan menyapa siswa seperti hari-hari berikutnya, siswa sangat antusias dan mulai aktif didalam kelas. Mereka terlihat sangat menyukai kegiatan role play yang telah dilakukan beberapa kali. - Peneliti menanyakan kesiapan siswa melakukan kegiatan think-pair-share pada hari ini, dan siswa telah siap. Kemudian, peneliti membagikan handout kepada setiap siswa. Handout tersebut berisikan soal-soal yang berjaitan dengan materi yang masih sama dengan pertemuan sebelumnya yaitu Descriptive Text. - Peneliti memberitahukan kepada seluruh siswa bahwa mereka mempunyai waktu 20 menit untuk mengerjakan dan menghafalkan text tersebut. Mereka harus menghafalkan dengan hati-hati karena mereka akan diminta untuk maju di depan kelas. - Disaat mereka menghafalkan text, peneliti juga memberikan pertanyaan tentang text yang yang mereka buat. - Hadiah masih tetap diberikan kepada siswa sehingga siswa sangat antusias dalam melaksanakn setiap kegiatan yang ada. - Setelah seluruh siswa maju, peneliti menyuruh mereka untuk mengemukakan apa saja yang telah merea pelajari pada pertemuan kali ini. Banyak siswa yang antusias untuk menjawab bahkan mereka terlihat berebut dalam menjelaskan materi Descriptive Text. - Disela-sela pelajaran, peneiti melakukan wawancara terhadap beberapa siswa, mereka terlihat menyukai kegiatan think-pair-share yang telah dilaksanakan beberapa kali.

	- Peneliti berkesimpulan bahwa kegiatan think-pair-share yang telah berjalan beberapa kali ini snagat membantu siswa lebih aktif di dalam kelas dan memahami materi yang diberkan. - Peneliti menutup pelajaran dengan memberitahukan bahwa pada pertemuan berikutnya akan ada kegiatan semacam ini.
Field Note 6 3 November 2012	-Di pertemuan kali ini, peneliti melaksanakan *post test*, namun sebelumnya, peneliti bertanya kepada siswa tentang kesiapan mereka. Siswa sudah siap dan antusias dalam melakukan tes pada hari ini, mereka telah membentuk kelompok yang terdiri dari 2 orang. - Peneliti kemudian membagikan handout kepada setiap siswa. -para siswa diberi waktu 20 menit untuk menyelesaikan tugas yang ada di handout masing-masing. - Peneliti dan guru bahsa Inggris duduk dibagian belakang kelas untuk menilai kemampuan siswa dalam berbicara. - Setelah seluruh kelompok maju, dan penilaian selesai, guru bahasa Inggris keluar kelas sedangkan peneliti tetap didalam kelas untuk melakukan wawancara terakhir kepada beberapa siswa. Mereka berharap, kegiatan seperti *think-pair share* bisa dilaksanakan setiap saat. - Setelah kegiatan didalam kelas selesai, peneliti berpamitan kepada seluruh siswa kemudian masuk ke kantor guru untuk melakukan wawancara terakhir kepada guru bahasa Inggris. - Penelitian berakhir pada hari ini setelah seluruh kegiatan terlaksana mulai dari *pre-test* sampai dengan *post-test*.

2
INTERVIEW
TRANSCRIPTS

INTERVIEW TRANSCRIPTS

Interview transcript 1
Wednesday, October 24th, 2012
R: Researcher
S1: Student1
S2: Student2

R: Bagaimana dialognya? Mudah kan?

S1: Susah miss… nanti pas maju, kertasnya boleh dibawa to

R: Ya, tapi nggak semua dibaca lho, harus dihafalkan, tadi kan sudah diberi contoh

S1: Iya miss ini lagi nyoba ngafalin

R: Bagaimana dengan mbak Berlianita? Mudah kan dialognya

S2: Lumayan bu… tapi aku ga bisa ngafalin.

R: Nggak apa-apa, coba dihafalkan dulu saja.

Interview transcript 2
Wednesday, October 24th, 2012
R: Researcher
S: Student

R: Permisi, mau tanya-tanya sebentar, boleh ya? menurutmu bagaimana pelajarannya

tadi?

S: Lumayan asyik mbak pelajarannya. Aku jadi cepat paham sama materinya.

R: Kok bisa? Kok bisa cepet paham?

S: Ya kan pakai think-pair-share tadi,jadi menyenangkan. Gak ngebosenin.

R: Ooo, gitu... Kalau teman yang lain gimana tadi?

S: Ya kayaknya mereka juga suka, gak kaya biasanya. disuruh maju aja susah.

R: Sip kalo gitu, terima kasih.

S: Sama-sama mbak

Interview transcript 3
Wednesday, October 24th, 2012
R: Researcher
S: Student

R: Gimana think-pair-sharenya tadi

S: Lumayan asyik mbak. Kita langsung bisa menerapkannya di depan kelas.

R: Jadi berani?

S: Iya miss khan mau gak mau kita tetep harus maju. Asyik e miss kalau pakai think-pair-share gitu.

Interview transcript 4
Saturday, October 27th, 2012
R: Researcher
S: Student

R: Siang, bisa ganggu sebentar?

S: Ya mbak

R: Gini, menurut kamu, gimana aktifitas tadi?

S: Wah asyik mbak.

R: Kenapa kok merasa asyik?

S: Soalnya pake think-pair-sharenya seru jadi bisa diskusi dulu sama temen.

R: Tapi tadi ngrasa PD gak pas diminta maju?

S: Pertamanya nggak mbak, tapi lama-lama jadi PD kok.

Interview transcript 5
Saturday, October 27th, 2012
R: Researcher
S: Student

R: Menurut ibu pelaksanaan think-pair-sharenya gimana ya?

T: Gini ya mbak, siswa kelas VIII ini biasanya tidak terlalu aktif, tapi tadi saya liat dengan menggunakan think-pair-share anak-anaknya jadi pada mau maju.

Interview transcript 6
Saturday, October 27th, 2012
R: Researcher
S: Student

R: Menurut bu Leginah, setelah saya menggunakan think-pair-share technique, classroom English dan reward, apakah ada perkembangan pada speaking skill anak?

T: Belum begitu terlihat perkembanganya mbak, kan baru dua kali? Lihat besuk diakhir saja, waktu post test itu lho, pasti kelihatan. Tetapi, anak-anak sekarang sudah pintar bilang kata-kata memakai bahasa Inggris.

R: Ya bu, itu berarti classroom Englishnya sudah lumayan sukses hehe.

Interview transcript 7
Saturday, October 27th, 2012
R: Researcher
S: Student

R: Sekarang miss mau tanya sama mbak Mega, Lia and Berlianaita. Apa to yang paling

    sulit saat belajar menggunakan think-pair-share tadi

S1: Susah bacanya. Salah terus.

R : OK, kalo mbak Mega? S2: Iya miss, sama. Apalagi baca kata-kata yang susah.

S3: Kata-katanya banyak yang nggak tahu cara bacanya, aneh

    sih..tulisan sama bacanya bedo.

Interview transcript 8
Monday, October 29th, 2012
R: Researcher
S: Student

R: Gimana think-pair-share nya tadi?

S: Haha.. bikin tegang.

R: Lha kenapa?

S: Nunggu giliran miss. Khan tadi deg-degan aja nunggu giliranku.

R: Oh..tapi mudah gak tadi? S: Mudah mbak, kita jadi tau informasi apa yang

diomongin sama temen. He he.

R: OK, terimakasih.

Interview transcript 9
Wednesday, October 24th, 2012
R: Researcher
S: Student

R: Menurutmu, gimana aktifitas tadi?

S: Asyik miss, tapi sempat gag mudeng gimana jawabnya, tapi setelah lihat temen-

temen yang udah jawab, jadi mudeng mbak.

Interview transcript 10
Wednesday, October 31st
R: Researcher
S: Student

R: Apa yang kamu dapat dari aktifitas tadi?

S: Cara bikin descriptive text mbak.

R: Berarti dah mudeng to?

S: Iya mbak.

Interview transcript 11
Wednesday, October 32st, 2012
R: Researcher
S: Student

R: Gimana tadi kegiatannya?

S: Wah, asyik mbak, temen-temen bisa aktif dan terlibat dengan kegiatan tadi.

R: Emang biasanya gimana?

S: Wah mbak biasanya tu pada nggak peduli sama pelajaran bahasa Inggris, aku juga..hehe

R: Gitu ya? Sekarang jadi enak kan pelajaranya?

S: Ya, lumayan mbak..dari pada biasanya hehe

R: Jadi suka bahasa Inggris nggak?

S: Suka, tapi dikit..wong masih susah.

R: Belajar lagi, besuk masih pake think-pair-share lagi lho.

S: OK, gapapa mbak..aku makah suka

R: haha..ya kalau terus-terusan jelas bosen besuk.

S: Yang bikin bosen tu kalo nyatet terus mbak.

R: Ya besuk minta ke bu guru jangan nyatet terus.

S: Iya..hehe

Interview transcript 12
Wednesday, October 31st, 2012
R: Researcher
S: Student

R: halo dek..

S:iya mbak.

R:kamu suka bahasa inggris ga?

S:sebenernya sih suka mbak tapi tu susah

R: Susahnya dimana dek?

S: banyak mbak, suka ga tau artinya

R: terus usaha kamu biar bisa tau artinya gimana?

S: ya kadang tanya sama temen mbak, kalo ga ya buka kamus, hehe

R: memangnya kegitaan seperti apa sih yang kamu suka kalo lg pelajaran bahasa inggris?

S: ya yang kayak mbak tadi itu, serius tapi ada bercandanya juga, jd aku ga stress mikirnya mbak..

Interview transcript 13
Monday, October 29nd, 2012
R: Researcher
S: Student

R: Mbak semua,tak tanya bentar. Tiga kali pertemuan ini kan miss udah ngasih think-pair-share technique to? Terus belajar bicara bahasa Inggris dikelas, terus ngasih hadiah, jadi enak nggak belajar bahasa Inggrisnya

S: Iya mbak. Jadi enak le belajar Inggris, tapi tetep susah.

R: Kalo mbak Ina gimana

S: Inggris ki memang susah e mbak.

R: Makanya, sekarang miss buat mudah dan enak to?

S: Iya miss, jadi lumayan asyik.

Interview transcript 14
Monday, October 29th, 2012
R: Researcher
S: Student

R: Permisi minta waktunya sedikit ya, mau tanya

S: Ya mbak, pripun?

R: Menurutmu gimana aktivitasnya tadi?

S: Menyenangkan mbak, rame plus nyenengke.

R: Maksudnya gimana?

S: Ya temen-temen pada ikut gabung gitu dengan aktivitas tadi

R: Jadi mereka terlibat dalam kegiatan tadi tadi, gitu?

S: He em mbak, rame…

R: Terus?

S: Moga-moga aja bu guru besuk pake think-pair-share terus, hehe…

Interview transcript 15

Monday, October 29th, 2012
R: Researcher
S: Student

R: Gimana tadi kegiatannya?

S: Wah, asyik mbak, temen-temen bisa aktif dan terlibat dengan kegiatan tadi.

R: Emang biasanya gimana?

S: Wah mbak biasanya tu pada nggak peduli sama pelajaran bahasa Inggris, q juga..hehe

3

OBSERVATION SHEET

The Summary of the Observation Checklists

No	Observation Items	Observation Score/Meeting			
I	**The Teaching and Learning Process**	**1**	**2**	**3**	**4**
A	Pre-teaching			V	
	The teacher greet the students			V	
	The students respond to the greeting			V	
	The teacher asks the students' condition			V	
	The students tell their condition to the teacher			V	
	The teacher calls the roll		V		
	The teacher outlines the materials		V		
	The teacher explains the goal of teaching and learning		V		
B	Whilst-teaching				
	The teacher presents a sample dialogue			V	
	The students act out the dialogue.			V	
	The teacher helps the students' pronunciation.		V		
	The teacher explains and discusses the language features in the dialogue.		V		
	The students fill in incomplete dialogue.				V
	The students work in pairs to practice the dialogue.				V
	The students make a new dialogue.				V
	The students act out the dialogue.			V	
	The students identify the expressions used in the dialogue.		V		
	The teacher gives chances to the students for asking questions				V
	The students ask questions			V	
	The students ask to their classmates			V	
	The teacher checks the students' understanding			V	
	The teacher gives enough time to the students to arrange their seat/to move in group			V	
	The students cooperate well in groups			V	
	The students speak in English		V		
	The students use dictionary to help them		V		
	The students offer themelves to be the volunteer			V	
C	Post-teaching		V		
	The teacher summarize and reflects the lesson			V	
	The students reflect their learning			V	
	The teacher previews on the upcoming materials		V		
	The teacher gives rewards and motivate the students to participate more in the next meeting	V			
D	Class situation				
	Students' enthusiasm/motivation			V	
	Students' involment		V		
	Time alocation			V	
	The use of media	V			
	The teacher's instructions			V	

Description:
0 = not applicable 2 = average 4 = excellent
1 = unsatisfactory 3 = above average

4
PRE-TEST

PRE-TEST

Read and respond based on the situation bellow then do think-pair-share and make a dialogue according to the situation.

A. 1. You will have a birthday party next week. You want to invite your friends to come to your party. Use the expression of inviting to invite your friends.

2. One of your friends invite you to to her birthday party but you can not because you have to come to your sister wedding party. How do you decline her/his invitation politely?

B. 1. There is Captain Jack's concert tonight. You have two tickets for the concert. You want to invite your close friend to go to the concert with you. How do you invite him/her?

2. There is a Captain Jack's concet tonight. You are one of Captain Jack's admirers. Fortunatelly, you are invited by your close friend to go to the concert with him/her. How do you respond her/his invitation?

1. You are a new student of Junior High School. You want to invite your friend sitting on the same table with you to go to a bookstore this afternoon. How do you invite him/her?

2. You are invited to go to a book store by your new friend. You have English course this afternoon. How do you decline his/her invitation?

5

POST-TEST

POST-TEST

Make a descriptive text about your favourite thing and then perform the result in front of the class.

6
SYLLABUS

SILABUS

Sekolah   : SMP N 4 Ngaglik
Kelas   : VIII (Delapan)
Mata Pelajaran   : BAHASA INGGRIS
Semester   :1 (Satu)

Standar Kompetensi : **Mendengarkan**
1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1 Merespon makna yang terdapat dalam percakapan transaksional (*to getthings done*) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan	Percakapan singkatan memuat ungkapan – ungkapan: A : *Let me help you.* B : *Thank you so much.* A: *Can I have a bit?* B: *Sure. Here you are.* A: *Did you break the glass?*	1. Brainstorming bertanya dan menjawab tentang berbagai hal terkait tema topik yang akan dibicarakan. 2. Membahas kosakata (noun phrase, verb phrase, adverb phrase) tata bahasa (kalimat sederhana tentang tawaran jasa, meminta sesuatu,	• Merespon ungkapan meminta, memberi, menolak jasa • Merespon ungkapan meminta, memberi, menolak barang • Mengakui, mengingkari fakta • Merespon ungkapan meminta dan memberi Pendapat	Tes lisan	Merespon secara Lisan	*Rrespond the following statement* *Q: Let me help you* *A:.......* *Q: Can I have a bit?* *A: ....* *Choose the right response* *Q: Did you break the*	2 x 40 menit	1. *Script* percakapan 2.Gambar gambar/ benda terkait

lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta,memberi, barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat	*B: Yes I did / No, it wasn't me.* *A: What do you think of* *this?* *B: Not bad.*	informasi faktual, pendapat terkait materi percakapan 3. Mendengarkan percakapan yang memuat ungkapan ungkapan dalam materi dengan cermat 4. Menjawab pertanyaan tentang isi percakapan. 5. Memberi respon lisan dan tulis terhadap ungkapan yang didengar.				*glass?* *a. Yes, I did* *b. I don't know* *c. I'm not sure* *d. All right* *Q: What do you think of my new dress* *A:............*	
2 Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan	Percakapan singkat memuat ungkapan – ungkapan: *A: Would you come to* *my party?* *B: I'd love to / I want to,* *but ....* *A; I do agree* *B; Thanks for the support.*	1. Memberi respons lisan Curah pendapat tentang hal-hal terkait topik/ungkapan yang akan dibahas 2. Membahas kosakata dan tata bahasa terkait topik/ ungkapan yangdibahas 3. Mendengarkan	• Merespon ungkapan mengundang,menerima, dan menolak ajakan • Merespon ungkapan menyetujui / tidak menyetujui • Merespon ungkapan memuji Merespon ungkapan			*Write your response to the following statements:* *1. Would you go with me to the movie?* *2. I do agree with you to join the speech*	

berterima untuk berinteraksi dengan lingkungan sekitar yangmelibatkan tindak tutur: mengundang,me nerima dan menolak ajakan, menyetujui/ tidak menyetujui, memuji, dan memberi selamat	*A; No way ....* *B: It's O.K. No problem* *A: You have beautiful hair.* *B: Thank you.* *A: Happy birthday.* *B: Thank you.*	percakapan memuat ungkapan terkait marteri 4. Tanya jawab tentang isi percakapan 5. Tanya jawab tentang fungsi dan makna ungkapan dalam percakapan	memberi selamat			*contest* *3. You have beautiful hair.* *4. You passed your exams. Congratulati ons.*		

Standar Kompetensi **: Berbicara**

4. Mengungkap kan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

| Kompetensi Dasar | Materi Pokok/Pembelajaran | Kegiatan Pembelajaran | Indikator | Penilaian | | | Alokasi Waktu | Sumber Belajar |
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.1 .Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan	Teks fungsional pendek berupa :*Undangan*	1. Mendengarkan teks fungsional pendek: undangan dengan cermat 2. Tanya jawab tentang isi teks"undangan" 3. Tanya jawab tentang struktur teks 4. Membuat kalimat sederhana terkait jenis teks bentuk undangan - *I want to come to....* - *Please come to........* 5. Berlatih mengundang seseorang secara	• Mengungkapan secara lisan teks fungsional pendek berbentuk undangan. Contoh: *Dear Rio, I want you to come to my house for lunch on Sunday at 12 a.m. Thanks.* *Mona* • Bertanya dan menjawab secara lisan berbagai Informasi tentang teks fungsional pendek berbentuk undangan	Tes lisan	*Performance*	*Invite your friend to come to your bithday party orally*!	2 x 40 menit 4 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar

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		lisan menggunakan gambit-gambit tertentu dengan kreatif dan komunikatif Contoh: *A: Hi Guys, I want you all to come to my birthday party.* *B: We'd love to! When?* *A: Tomorrow, at 4.00* 6. Secara berpasangan atau dalam kelompok mengungkapkan undangan berdasarkan konteks / situasi yang diberikan 7. Secara mandiri Mengungkapkan undangan lisan						

4.2. Mengungkapkan makna dalam monolog pendek sederhanadengan menggunakan ragam bahasa nista secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount	1. Teks pendek berbentuk *recount* – informasi faktual-informasi rinci
	    - gagasan utama
	    - gagasan pendukung dalam teks pendek berbentuk *recount*
	3. Ciri kebahasaan teks *recount*
		1. Tanya jawab berbagai hal terkait topik tertentu (peristiwa, kejadian, pengalaman)
		2. Mengembangkan kosakata, tata bahasa terkait topik / jenis teks recount
		3. Mengidentifikasi kejadian, peristiwa, pengalaman yang pernah dialami melalui tanya jawab
		4. Melakukan monolog dalam bentuk recount
			1. Bertanya dan menjawab berbagai infmasi secara lisan dalam teks pendek berbentuk : - *Recount*
			2. Melakukan monolog pendek dalam bentuk *recount*
						Think of an activity or event that happened to you yesterday and tell us about it.		

Standar Kompetensi **: Membaca**

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	teks fungsional pendek berupa: Undangan	1. Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk "undangan" 2. Mendengarkan undangan yang dibacakan oleh guru/ teman dengan cermat 3. membaca nyaring teks fungsioanl pendek tentang undangan dengan percaya diri 4. menjawab pertanyaan tentang isi teks fungsional pendek "undangan" 5. Menyebutkan tujuan komunikatif teks	-Membaca dengan nyaring dan bermakna teks fungsional pendek berbentuk undangan -Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk undangan -Mengidentifikasi fungsi sosial teks fungsional pendek berbentuk undangan -Mengidentifikasi ciri kebahasaan teks fungsional	Tes lisan Tes tertulis Tes tulis	Membaca nyaring Uraian Membaca nyaring	*Read the the text aloud and clearly.* *Answer the following questions based on the text* *Choose the best option based on the text.* *Read the text aloud.*	2 x 40menit	. Buku teks yang relevan . Gambar terkait tema/topik . Benda-benda sekitar

		fungsional pendek "undangan" 6. Menjwab pertanyaan tentang ciri kebahasaan teks fungsional pendek "undangan"	pendek berbentuk undangan					
2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingungan sekitar 3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat,	-Makna gagasan -Makna tekstual dalam teks *descriptive* dan *recount* -Langkah retorika teks descriptive dan recount -Tujuan komunikatif teks descrip*t*ive dan recount -Ciri kebahasaan teks *descriptive* dan recount	1. Tanya jawab berbagai hal terkait tema/topik bacaan 2. Review kosakata dan tatabahasa terkait jenis teks descriptive/recount 3. Membaca teks descriptive/recount dengan rasa ingin tahu 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menjawab pertanyaan tentang tujuan komunikatif	-Makna gagasan -Makna tekstual dalam teks *descriptive* dan *recount* -Langkah retorika teks *descriptive* dan *recount* -Tujuan komunikatif teks *descriptive* dan *recount* -Ciri kebahasaan teks *descriptive* dan *recount*	Tes lisan				

lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*		dan langkah retorika teks descriptive/recout 6. Menyebutkan ciriciri Kebahasaan teks yang dibaca dengan antusias						

Standar Kompetensi **: Menulis**

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive,* dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	Teks fungsional pendek berupa : - Undangan - Pengumuman - Pesan Singkat	1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas	• Melengkapi rumpang teks fungsional pendek Meyusun kata menjadi teks fungsional yang bermakna Menulis teks fungsional pendek	Tes tulis	Essay *Completion Jumbled sentences Essay*	. *Write simple sentences based on the situation given.* . *Write an invitation/ an announcement / message based on the situation given.*	2 x 40 menit	. Buku teks yang relevan Contoh undangan, pengumum an, SMS 2. Gambar yang relevan
		2. Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional		Tes tulis				
		3. Menulis kalimat sederhana terkait jenis teks						
		4. Menulis teks fungsional pendek berdasarkan konteks dengan kreatif dan komunikatif		Tes tulis				

| 6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount* | Teks rumpang berbentuk - *descriptive* - *recount* Kalimat acak | 1. Review Ungkapan ungkapan yang mendeskripsikan benda, orang atau tempat. 2. Menulis kalimat yang Mendeskripsikan benda, tempat, orang atau binatang berdasarkan gambar/realia. 3. Melengkapi rumpang dalam teks deskriptif dengan kata yang tepat. 4. Menyusun kalimat acak menjadi teks deskriptif yang terpadu. 5. Membuat draft teks deskriptive secara mandiri. | • Melengkapi rumpang teks essai pendek berbentuk *descriptive* Menyusun kalimat menjadi teks yang bermakna dalam bentuk *descriptive* Menulis teks essai dalam bentuk *descriptive* . | Tes tulis | | *Complete the paragraph using the suitable words. Rearrange the following sentences correctly. Write an essay describing something or a certain place.* | 4 x 40 menit | 1. Buku teks yang relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar |

COURSE GRID OF SPEAKING TEACHING AND LEARNING PROCESS FOR THE EIGHT GRADE STUDENTS

OF SMP N 4 NGAGLIK YOGYAKARTA IN THE ACADEMIC YEAR 2012/2013

Cycle	Standard of competence	Basic Competence	Topic	Indicators	Functional Text	Language Features	Key Vocabulary	Example of Expression
1 (1,2,3 meeting)	3. expressing meaning of transactional and short oral interpersonal in daily life.	3.1. Understanding and responding in transactional (to get things done) and interpersonal(in socialite)conversation using simple spoken language accurately, fluently and understandably to communicate in daily life in the form of inviting, accepting and declining an invitation, complimenting and congratulating.	Invitation	Students are able to: • Ask and answer some information orally about expression of inviting someone, accepting and declining an invitation. • Respond an invitation • Use the expression of inviting, accepting and declining an invitation.		• Expressions of inviting someone, accepting and declining an invitation. a. Inviting Shall we? Would you like to come? b. Accepting Yes, certainly I will come. c. Declining I'm very sorry, I can't.	• Thank you very much. • I'm sorry I can't.	• Dinda, I'm going to have a party tonight. Would you like to come? • I would love to. • I'm sorry I can't.
2 (4,5,6 meeting)	4. Expressing meaning of oral functional text and simple	4.1. Expressing meaning of simple monologue using spoken language	Things and Animals	Students are able to: • Identify the function and	Descriptive	• Use of particular noun (my wallet, my cat, my bag)	• Black and white fur • Funny animal	My name is Putri. I am a student of VIII. I have a new red bag.....

	monologue in the form of recount and descriptive in daily life.	accurately, fluently and understandably in the form of descriptive in daily life.		characteristic of descriptive text. • Mention the organization of descriptive text. • Describe the pictures and things found in their surroundings. • Ask and answer someone in dialogue.		• Use of detalied of noun groups to provide informations about the subject (the colour f his fur is black and white, it is a cute Angora cat.		

8
LESSON PLANS

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : SMP N 4 Ngaglik

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : VIII / 1

Tema / Skill   : Invitation / Speaking

Alokasi Waktu   : 2 x 40 menit (Pertemuan 2)

Standar Kompetensi/ Kompetensi Dasar:

- Memahami dan merespon percakapan transaksional dan interpersonal sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur menerima/menolak ajakan.

Indikator :

- Mendiskusikan tema yang diberikan;

- Menyebutkan ungkapan-ungkapan untuk menyatakan menerima/menolak ajakan;

- Mengungkapkan hasil yang telah didiskusikan;

Tujuan Pembelajaran :

- Siswa dapat berinteraksi secara lisan dan tertulis dengan guru dan teman dengan menggunakan tindak tutur menerima/menolak ajakan.

Materi :

Do You Want to Come with me?

Tema: Invitation

Metode Pembelajaran : PPP

Langkah-langkah Pembelajaran :

A. Kegiatan Awal (5 menit)

- Guru memberi salam dalam bahasa Inggris; siswa menjawab salam.
- Guru memeriksa kehadiran siswa
- Guru menerangkan tentang materi invitation dan peraturan think-pair-share
- Siswa mendengarkan penjelasan dari guru.
- Guru menyuruh siswa untuk membuat kelompok yang terdiri dari 2 orang.

B. Kegiatan Inti (50 menit)

1. Presentation

- Guru menunjukkan cue cards yang berisi situasi dan kosakata

- Guru mepresentasikan cara melaksanakan metode Think-Pair-Share

- Guru juga menunjukkan contoh dialoag yang benar.

2. Practice

- Siswa memikirkan dialaog apa yang akan mereka buat

- Siswa diberi waktu 20 menit untuk berdiskusi dengan partner mereka dan bersiap-siap untuk memperagakan dialog yang mereka buat di depan kelas.

3. Production

- Setiap kelompok harus memperagakan dialog yang sudah mereka buat didepan kelas.

C. Kegiatan Akhir (5 menit)

- Guru memberikan evaluasi tentang kegiatan yang telah dilaksanakan.

- Guru mengulas kembali materi tentang invitation.

- Guru menyuruh siswa mempersiapkan materi untuk minggu depan

- Guru menutup pelajaran.

Sumber, Bahan, Alat : cue cards

Complete the following dialogue with the suitable expressions provided in the box.

1. Ira   : Hello?

   Ari   : Hi, Ira! This is Ari.

   Ira   : Hi, how've you been?

   Ari   : Alright, thanks. ....

   Ira   :...................... I have many homeworks for tommorow.

   Ari   : Well, how about tomorrow night? Are you still busy?

   Ira   : I guess not.

   Ari   : ....

   Ira   : ....

   Ari   : Ok, I'll pick you tommorow.

   > Sorry, I can't
   >
   > Sure, I'd love to!
   >
   > Well, would you like to go to a concert?
   >
   > Ira, would you like to go out tonight?

2. A: Do you know what you're going to do this weekend?

   B: I am going to see a movie with a friend of mine. What about you?

   A: I don't know.

   B: ....

   A: Do you know what movie you're going to watch?

   B: I don't know? Well, would you like to go?

   A: .... , but I think I'll pass.

   B: All right. Another time then.

   > Would you like to see a movie with me and my friend?
   > Thank you for inviting me.

Complete the following dialogue with the suitable expressions.

1. Robi : Hi, Sandra. There will be a great film tonight.
    The tittle is Up. *Would you like to go to the movie with me?*
    Sandra : *Of course. I'd love to*. When will you pick me up?
    Robi : I'll pick you up at 7.30. Be ready.
    Sandra : OK.

2. Ahmad: I plan to go to the National Library this afternoon. _____
    Rudi   : _____

3. Mega   : Why don't you go shopping with me?
    Clara   :_____ What time shall we go?
    Mega   : At 8 : 00 a.m.
    Clara   : _____

4. Ina   : My family is going to have a barbeque party tonight._____
    Rini   :_____ barbeque is my favorite food.

5. Ana   : How would you like to go to a movie on Friday night?
    Billy   : .... Thanks for inviting me.

Yogyakarta, September 15, 2012
Researcher,

Nenty Lisa A.
NIM 08202244047

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : SMP N 4 Ngaglik

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : VIII / 1

Tema / Skill   : Invitation / Speaking

Alokasi Waktu   : 2 x 40 menit (Pertemuan 3)

Standar Kompetensi/ Kompetensi Dasar:

- Memahami dan merespon percakapan transaksional dan interpersonal sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur menerima/menolak ajakan.

Indikator :

- Mendiskusikan tema yang diberikan;

- Menyebutkan ungkapan-ungkapan untuk menyatakan menerima/menolak ajakan;

- Mengungkapkan hasil yang telah didiskusikan;

Tujuan Pembelajaran :

- Siswa dapat berinteraksi secara lisan dan tertulis dengan guru dan teman

dengan menggunakan tindak tutur menerima/menolak ajakan.

Materi :

Do You Want to Come with me?

Tema: Invitation

Metode Pembelajaran : PPP

Langkah-langkah Pembelajaran :

A. Kegiatan Awal (5 menit)

- Guru memberi salam dalam bahasa Inggris; siswa menjawab salam.

- Guru memeriksa kehadiran siswa

- Guru mengulas kembali materi yang telah disampaikan sebelumnya.

B. Kegiatan Inti (50 menit)

1. Presentation

- Guru menunjukkan materi yang akan diberikan dan membahasnya bersama-sama dengan siswa

- Guru mepresentasikan cara melaksanakan think-pair-share di pertemuan ini.

2. Practice

- Siswa diminta untuk mempelajari dialog yang nantinya akan di praktekkan di depan kelas

- Siswa secara berkelompok menjawab pertanyaan berdasarkan dialog

- Siswa diberi waktu 30 menit untuk bersiap-siap maju kedepan kelas

3. Production

- Setiap kelompok harus memperagakan dialog yang sudah

mereka buat didepan kelas.

C. Kegiatan Akhir (5 menit)

- Guru memberikan evaluasi tentang kegiatan yang telah dilaksanakan.

- Guru mengulas kembali materi tentang invitation.

- Guru menyuruh siswa mempersiapkan materi untuk minggu depan

- Guru menutup pelajaran.

Sumber, Bahan, Alat : course book, cue cards.

Here are some other examples you may use.

Expressions	Functions
• Would you like to come to …? • Could you come to …? • Come and …	Inviting someone
• I would. Thank you very much.	Accepting an invitation
• Thank you very much for inviting me, but … • I'm sorry, I can't.	Declining an invitation

Adi	: Have you got any plan for our holiday?
Sanusi	: I have no idea. What about you, Fredy?
Fredy	: I want to feel the fresh air.
Adi	: I have an idea. My uncle lives in Bogor. Shall we spend our holiday there?
Sanusi	: I'd love to.
Fredy	: That would be great. What about you, Laila?
Laila	: I'd love to, but my family and I are going to visit our grandparents in Banjarmasin.
Adi	: That's okay.

Questions
1. How does Adi invite his classmates to go to Bogor?
2. What is Sanusi's answer to Adi's invitation?
3. How does Fredy respond to Adi's invitation?
4. Why does Laila refuse to join Adi and her classmates?
5. What does Laila say to refuse Adi's invitation?

Yogyakarta, September 15, 2012
Researcher,

Nenty Lisa A.
NIM 08202244047

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : SMP N 4 Ngaglik

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : VIII / 1

Tema / Skill   : Descripive text / Speaking

Alokasi Waktu   : 2 x 40 menit (Pertemuan 4)

Standar Kompetensi/ Kompetensi Dasar:

Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount

Indikator :

- Mendiskusikan tema yang diberikan;

- Menyebutkan ciri-ciri descriptive text

- Mengungkapkan hasil yang telah didiskusikan;

Tujuan Pembelajaran :

- Siswa dapat Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive

Materi :

Interesting Things

Tema: My Favoutite Things

Metode Pembelajaran : PPP

Langkah-langkah Pembelajaran :

A. Kegiatan Awal (5 menit)

- Guru memberi salam dalam bahasa Inggris; siswa menjawab salam.

- Guru memeriksa kehadiran siswa

- Guru mengulas kembali materi yang telah disampaikan sebelumnya.

B. Kegiatan Inti (50 menit)

1. Presentation

- Guru menunjukkan materi yang akan diberikan dan membahasnya bersama-sama dengan siswa

- Guru mepresentasikan cara melaksanakan think-pair-share di pertemuan ini.

2. Practice

- Siswa diminta untuk mempelajari dialog yang nantinya akan di praktekkan di depan kelas

- Siswa secara berkelompok menjawab pertanyaan berdasarkan dialog

- Siswa diberi waktu 30 menit untuk bersiap-siap maju kedepan kelas

3. Production

- Setiap kelompok harus memperagakan dialog yang sudah mereka buat didepan kelas.

C. Kegiatan Akhir (5 menit)

- Guru memberikan evaluasi tentang kegiatan yang telah dilaksanakan.

- Guru mengulas kembali materi tentang invitation.

- Guru menyuruh siswa mempersiapkan materi untuk minggu depan

- Guru menutup pelajaran.

Sumber, Bahan, Alat : Handout.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : SMP N 4 Ngaglik

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : VIII / 1

Tema / Skill   : Descripive text / Speaking

Alokasi Waktu   : 2 x 40 menit (Pertemuan 5)

Standar Kompetensi/ Kompetensi Dasar:

Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount

Indikator :

- Mendiskusikan tema yang diberikan;

- Menyebutkan ciri-ciri descriptive text

- Mengungkapkan hasil yang telah didiskusikan;

Tujuan Pembelajaran :

- Siswa dapat Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive

Materi :

Interesting Things

Tema: My Favoutite Things

Metode Pembelajaran : PPP

Langkah-langkah Pembelajaran :

A. Kegiatan Awal (5 menit)

- Guru memberi salam dalam bahasa Inggris; siswa menjawab salam.

- Guru memeriksa kehadiran siswa

- Guru mengulas kembali materi yang telah disampaikan sebelumnya.

B. Kegiatan Inti (50 menit)

1. Presentation

- Guru menunjukkan materi yang akan diberikan dan membahasnya bersama-sama dengan siswa

- Guru mepresentasikan cara melaksanakan think-pair-share di pertemuan ini.

2. Practice

- Siswa diminta untuk mempelajari dialog yang nantinya akan di praktekkan di depan kelas

- Siswa secara berkelompok menjawab pertanyaan berdasarkan dialog

- Siswa diberi waktu 30 menit untuk bersiap-siap maju kedepan kelas

3. Production

- Setiap kelompok harus memperagakan dialog yang sudah mereka buat didepan kelas.

C. Kegiatan Akhir (5 menit)

- Guru memberikan evaluasi tentang kegiatan yang telah dilaksanakan.

- Guru mengulas kembali materi tentang invitation.

- Guru menyuruh siswa mempersiapkan materi untuk minggu depan

- Guru menutup pelajaran.

Sumber, Bahan, Alat : Handout

Things in My Bag

My name is Putri. I am a student of Grade VIII. I have a new red bag. Today I bring some things in it. I bring my purse. It is a white purse. There is a plastic pencil case. It is a pink pencil case. There are also a hat, four note books, and four text books. I bring my hat because there will be a flag ceremony. Math, English, Biology and History are the lessons for today.

1. Who is Putri?
2. What colour is her new bag?
3. What items has she got in her bag?
4. What is her pencil case like?
5. How many lessons will she have today?

Study the following dialogue. Then, put a tick (✔) in the column if the statement is true and put a cross (X) in the column if the statement is false.

Sinta and Aji are talking about Sinta's bedroom.

Sinta	: Guess what!
Aji	: What?
Sinta	: I have a nice bedroom now.
Aji	: Really? Tell me about it.
Sinta	: Well, it has light blue wall. There is a wardrobe for my clothes. There is also a shelf full of books and dolls and a cage of my hamster.
Aji	: A cage in your bedroom? Are you positive?
Sinta	: Absolutely. I love my hamster so much that I want to be with him every time.
Aji	: Are you sure it is clean?
Sinta	: Of course. I clean it everyday, both my hamster and the cage.
Aji	: Is there a bathroom in your bedroom?
Sinta	: Yes, there is.
Aji	: Are there any posters on your bedroom wall?
Sinta	: No. My father won't let me. I hang some of my pictures instead.
Aji	: I see.

No	Statement	True	False
1	Sinta's bedroom has blue wall.		
2	There is not a wardrobe in Sinta's room.		
3	There is a bookshelf in Sinta's room.		
4	There is a cage in Sinta's room.		
5	The cage is very dirty.		
6	Sinta cleans the hamster and the cage everyday.		

You have lost the following pets. How do you describe them? In groups of three, write the descriptions beside the pets. Look at the example.

• It's a Dalmatian. • It has a red ribbon around its neck.	Picture 1.16
	Picture 1.17

	Picture 1. 18
	Picture 1.19
	Picture 1.20

Descriptive texts

A descriptive text focuses on the characteristic features of a particular thing, e.g. a person, an animal, a thing. Descriptions are usually organized to include:
• an introduction to the subject of the description;
• characteristic features of the subject, e.g. physical appearance, qualities, habitual behaviour, significant attributes.

9
STUDENTS' SCORE

PRE - ACTION - TEST

NO	NAME	SCORE		
		RATER I	RATER 2	FINAL SCORE
1	Bimo Aryo Tejo	70	72	71
2	Okselino R	70	72	71
3	Alifada Hastya P.	62	65	63,5
4	Amalia Asfriyani	63	65	64
5	Amalia Cahyarini	60	65	62,5
6	Anggit S.N	60	60	60
7	Aricsal Furqonza	63	68	65,5
8	Arifah Nuria Setyo Wati	70	70	70
9	Benedicto Alvin J.	70	70	70
10	Bernadeta Elli K.	75	78	76,5
11	Bonifasius Handika D.S	75	75	75
12	Candra Irawan	73	70	71,5
13	Cristina Firda Oktaviani	70	72	71
14	Dewi Setya Maharani	63	65	64
15	Dias Eka J.	70	75	72,5
16	Eka Fitri E.	60	65	62,5
17	Eka Garnadi	60	60	60
18	Eri Febrianto	60	60	60
19	Faisal Yuda B.	70	75	72,5
20	Fajar Haryoko	70	70	70
21	Felicia Dea E.P.	75	75	75
22	Ferrira Finegar	73	70	71,5
23	Hilda Rizky	60	64	62
24	Intan Galuh	70	72	71
25	Josua Exsa C.F.	75	75	75
26	Mersella Mega R.J	75	78	76,5
27	Mohammad Rozak	60	62	61
28	Muhammad Falkatar	60	64	62
29	Mustika Fie S.	62	65	63,5
30	Nilam Pramesti	70	70	70
31	Rindra S.N.	61	60	60,5
32	Safitri Rahma S.	63	65	64
33	Stevanus Fajar Pradika	60	62	61
34	Verdiansyah I.P.	72	70	71
	MEAN	66,7	68,3	67,5

The highest score: 78
The lowest score: 60

POST - ACTION – TEST

NO	NAME	SCORE		
		RATER I	RATER 2	FINAL SCORE
1	Bimo Aryo Tejo	73	75	74
2	Okselino R	75	75	75
3	Alifada Hastya P.	70	68	69
4	Amalia Asfriyani	80	75	77,5
5	Amalia Cahyarini	74	70	72
6	Anggit S.N	70	70	70
7	Aricsal Furqonza	75	75	75
8	Arifah Nuria Setyo Wati	80	80	80
9	Benedicto Alvin J.	78	80	79
10	Bernadeta Elli K.	85	83	84
11	Bonifasius Handika D.S	83	80	81,5
12	Candra Irawan	75	70	72,5
13	Cristina Firda Oktaviani	70	72	71
14	Dewi Setya Maharani	72	70	71
15	Dias Eka J.	70	75	72,5
16	Eka Fitri E.	63	65	64
17	Eka Garnadi	71	70	70,5
18	Eri Febrianto	65	62	63,5
19	Faisal Yuda B.	78	75	76,5
20	Fajar Haryoko	75	70	72,5
21	Felicia Dea E.P.	75	75	75
22	Ferrira Finegar	80	80	80
23	Hilda Rizky	70	70	70
24	Intan Galuh	75	72	73,5
25	Josua Exsa C.F.	75	75	62
26	Mersella Mega R.J	75	78	76,5
27	Mohammad Rozak	65	70	67,5
28	Muhammad Falkatar	65	70	67,5
29	Mustika Fie S.	65	68	66,5
30	Nilam Pramesti	70	70	70
31	Rindra S.N.	65	65	65
32	Safitri Rahma S.	70	75	72,5
33	Stevanus Fajar Pradika	68	70	69
34	Verdiansyah I.P.	75	77	76
	MEAN	71,2	71,1	72,4

The highest score: 85
The lowest score: 60

10
SPEAKING RUBRIC

<center>**RUBRIC**</center>

1.   **FLUENCY**

Score	Indicators
10	The student speaks very **fluently** in communication to perform the expected competency.
9	The student speaks **fluently** in communication to perform the expected competency, but there are natural hesitations.
8	The student speaks **quite fluently** in communication to perform the expected competency, **although there are hesitations which are not quite natural.**
7	The student speaks **quite fluently** in communication to perform the expected competency, **although there are often hesitations which are not quite natural.**
6	The student **does not speak quite fluently** in communication to perform the expected competency, sometimes he/she is impeded by language problems so that he/she **speaks rather slowly and hesitantly**, sometimes those problems disrupt the performance.
5	The student **does not speak quite fluently** in communication to perform the expected competency, sometimes he/she is impeded by language problems so that he/she **speaks slowly and hesitantly**, sometimes those problems disrupt the performance.
4	The student **does not speak quite fluently** in communication to perform the expected competency, sometimes he/she is impeded by language problems like repeating and searching for words so that he/she **speaks hesitantly and sometimes pauses quite long**, those problems strongly disrupt the performance.
3	The student **speaks very slowly** and discontinuously (like speaking per word with simple patterns), even **pauses very long** in communication to perform the expected competency.
2	The student **speaks very slowly** and often discontinuously (like speaking per word with simple patterns), even **suddenly stops** in communication to perform the expected competency.
1	The student communicates very difficultly to perform the expected competency, he/she **speaks very slowly and always discontinuously** (like speaking per word with simple patterns) and **even then stops**.

2. PRONUNCIATION

Score	Indicators
10	The student **never makes pronunciation mistakes** in performing the expected competency, intonation and stress are appropriate, all sounds are unambiguous and can be understood.
9	The student **almost never makes pronunciation mistakes** in performing the expected competency, intonation and stress are appropriate, a few sounds are ambiguous but can be understood.
8	The student **rarely makes pronunciation mistakes** in performing the expected competency, intonation and stress are sometimes not quite appropriate, some sounds are rather ambiguous but can be understood.
7	The student **sometimes makes pronunciation mistakes** in performing the expected competency, intonation and stress are sometimes not quite appropriate, some sounds are rather ambiguous but can be understood.
6	The student **often makes pronunciation mistakes** in performing the expected competency, intonation and stress are inappropriate, some sounds are ambiguous and rather difficult to be understood.
5	The student **makes pronunciation mistakes** in performing the expected competency, intonation and stress are inappropriate, many sounds are ambiguous and difficult to be understood.
4	The student **almost always makes pronunciation mistakes** in performing the expected competency, intonation and stress are inappropriate, many sounds are ambiguous and difficult to be understood.
3	The student **always makes pronunciation mistakes** in performing the expected competency, many sounds are ambiguous because the pronunciation is not clear, speaks without considering intonation and stress.
2	The student **always makes pronunciation mistakes** in performing the expected competency, such as many sounds are ambiguous because the pronunciation is not clear.
1	The student **cannot pronounce well at all** in performing the expected competency.

3. ACCURACY

Score	Indicators
10	The student **never makes any grammatical mistakes** in performing the expected competency, both in basic grammatical structures (like phrases, simple, and compound sentences) and in complex structures (like complex sentences).
9	The student almost **never makes any grammatical mistakes** in performing the expected competency, both in basic grammatical structures (like phrases, simple, and compound sentences) but makes **very few mistakes** in complex structures (like complex sentences), however those mistakes do not impede meaning.
8	The student **makes grammatical mistakes very rare in basic grammatical structures** (like phrases, simple, and compound sentences) and makes **very few mistakes** in complex structures (like complex sentences) in performing the expected competency so that they rather impede meaning.
7	The student **rarely makes grammatical mistakes very rare in basic grammatical structures** (like phrases, simple, and compound sentences) and makes **some mistakes** in complex structures (like complex sentences) in performing the expected competency so that they rather impede meaning.
6	The student **sometimes makes grammatical mistakes very rare in basic grammatical structures** (like phrases, simple, and compound sentences) and makes **quite a lot mistakes** in complex structures (like complex sentences) in performing the expected competency so that they rather impede meaning.
5	The student **often makes grammatical mistakes very rare in basic grammatical structures** (like phrases, simple, and compound sentences) and makes **quite a lot mistakes** in complex structures (like complex sentences) in performing the expected competency so that they strongly impede meaning.
4	The student **makes grammatical mistakes very often in basic grammatical structures** (like phrases, simple, and compound sentences) and makes **so many mistakes** in complex structures (like complex sentences). The mistakes strongly impede communication in performing the expected competency.
3	The student **almost always makes grammatical mistakes in basic grammatical structures** (like phrases, simple, and compound sentences), cannot use complex structures (like complex sentences) well. The mistakes disrupt communication in

	performing the expected competency.
2	The student **always makes grammatical mistakes in most of the basic grammatical structures** (like phrases, simple, and compound sentences), and **there is no effort to use complex structure** well, the mistakes strongly disrupt communication in performing the expected competency.
1	The student **has no mastery of grammar** to perform the expected competency so that the grammatical structures are entirely incorrect.

4. VOCABULARY

Score	Indicators
10	The student uses **so many** vocabulary variations and **makes no mistakes** in word choices in performing the expected competency.
9	The student uses **many** vocabulary variations and **only makes very few mistakes** in word choices in performing the expected competency.
8	The student uses **quite many** vocabulary variations and **makes few mistakes** in word choices but those are sufficient and do not impede meaning in performing the expected competency.
7	The student uses **few vocabulary variations** and uses word choices which **are not quite appropriate** but sufficient to perform the expected competency. He/she **sometimes** has to explain ideas to get the appropriate words.
6	The student uses **few vocabulary variations** and uses word choices which **are not quite appropriate and not quite** sufficient to perform the expected competency. He/she **needs** to explain ideas to get the appropriate words.
5	The student uses **limited** vocabulary variations and **inappropriate word choices** in performing the expected competency. He/she **often** explains ideas because of the insufficient vocabulary.
4	The student uses **limited** vocabulary variations and **very inappropriate word choices** in performing the expected competency. He/she **often** explains ideas because of the insufficient vocabulary and sometimes asks the teacher to express certain ideas.
3	The student uses **limited** vocabulary to perform the expected competency so that communication is **rather difficult to understand**, he/she **often** asks the teacher to express certain ideas.
2	The student uses **very limited** vocabulary to perform the expected competency so that communication is **rather difficult to understand**, he/she **has to** ask the teacher to express certain ideas.
1	The student **has no vocabulary mastery** to perform the expected competency so that communication is **unclear and very difficult to understand**, he/she always asks the teacher to be able to express certain ideas.

11
QUESTIONNAIRES

QUESTIONNAIRE
Instrument penelitian "**USING THE *THINK-PAIR-SHARE* TECHNIQUE TO IMPROVE STUDENTS' SPEAKING ABILITY AT SMP NEGERI 4 NGAGLIK GRADE VIII IN THE ACADEMIC YEAR OF 2011/2012"**

A. Identitas diri

Nama : ....

B. Petunjuk Pengisian

Jawablah pertanyaan berikut sesuai dengan keadaan yang sesungguhnya!

1. Menurut Anda, apakah kegiatan think-pair-share yang telah dilakukan menarik?

……………………………………………............…………………….....................

2. Apa yang membuat kegiatan *think-pair-share* menarik?

………………………………………………………………………………...............

3. Menurut Anda, apakah kegiatan *think-pair-share* membuat anda lebih termotivasi untuk belajar Bahasa Inggris?

………………………………………………………………………………...............

4. Menurut Anda, apakah kegiatan *think-pair-share* membuat kepercayaan diri Anda meningkat?.

………………………………………………………………………………...............

5. Menurut Anda, apakah kegiatan *think-pair-share* dapat meningkatkan kemampuan berbicara Anda dalam bahasa Inggris?

………………………………………………………………………………...............

6. Menurut Anda, apakah kegiatan *think-pair-share* sulit?

………………………………………………………………………………...............

7. Apakah yang membuat kegiatan *think-pair-share* sulit bagi Anda?

………………………………………………………………………………...............

8. Menurut Anda, apakah kegiatan *think-pair-share* bisa membantu Anda untuk berkomunikasi secara sederhana dalam bahasa Inggris dengan teman atau guru?

………………………………………………………………………………...............

9. Menurut Anda, apakah kegiatan *think-pair-share* dapat membantu Anda untuk bekerjasama dalam sebuah kelompok?

………………………………………………………………………………...............

10. Menurut Anda, apakah kegiatan *think-pair-share* dapat membantu Anda lebih aktif di dalam kelas?

…………………………………………………………………………………..............

11. Menurut Anda, "giving rewards" atau pemberian hadiah kepada siswa yang aktif di dalam kelas bisa membantu meningkatkan motivasi siswa lain?

…………………………………………………………………………………..............

12. Menurut Anda, apakah materi yang disampaikan dalam kegiatan *think-pair-share* lebih mudah dimengerti?

…………………………………………………………………………………..............

13. Menurut Anda, apakah waktu yang diberikan untuk mempelajari materi yang diberikan cukup?

…………………………………………………………………………………..............

14. Menurut Anda, dengan berdiskusi dengan teman lebih membantu Anda mempermudah mempelajari materi yang diberikan?

…………………………………………………………………………………..............

15. Menurut Anda, apakah Classroom English yang digunakan peneliti dikelas efektif untuk meningkatkan kemampuan bicara dalam bahasa Inggris Anda?

…………………………………………………………………………………..............

16. Menurut Anda, lebih menyenangkan menggunakan kegiatan think-pair-share dengan 2 orang saja atau lebih? Jelaskan!

…………………………………………………………………………………..............

17. Apakah guru Bahasa Inggris Anda pernah menggunakan teknik lain selama mengajar terutama untuk kemampuan berbicara?

…………………………………………………………………………………..............

18. Teknik apa yang pernah digunakan oleh guru Bahasa Inggris Anda?

…………………………………………………………………………………..............

19. Menurut Anda, apa saja kelebihan teknik tersebut?

…………………………………………………………………………………..............

20. Menurut Anda, teknik mana yang lebih efektif untuk meningkatkan kemampuan berbicara siswa?

…………………………………………………………………………………..............

12

ANALYSIS OF QUSTIONNAIRE DATA

THE ANALYSIS OF QUESTIONNAIRE DATA

1. Menurut Anda, apakah kegiatan think-pair-share yang telah dilakukan menarik?

YES	NO	ABSTAIN
34 = 100%	0 = 0%	0 = 0%

2. Apa yang membuat kegiatan *think-pair-share* menarik?

YES	NO	ABSTAIN
25 = 73%	0 = 0%	9 = 26%

S1   : *Karena kegiatan think-pair-share lebih seru dan santai.* (because the think-pair-share technique is more attractive and relax).

     S2   : *Karena ada games yang diberikan, ada juga penghargaan untuk siswa yang aktif.* (because there are some games and also rewards for the active students)

S3   : *Karena kita mengerjakan soal dengan dibatasi waktu yang membuat kita mengerjakan dengan serius.* (because we do the task using limited time so we do it seriously)

S4   : *karena kita jd lebih aktif dari pada pas pelajaran biasanya, cuma duduk sama nyatet aja.* (because we can be more active in the class, usually we are just sit and write the materials).

3. Menurut Anda, apakah kegiatan *think-pair-share* membuat anda lebih termotivasi untuk belajar Bahasa Inggris?

YES	NO	ABSTAIN
34 = 100%	0 = 0%	0 = 0%

4. Menurut Anda, apakah kegiatan *think-pair-share* membuat kepercayaan diri Anda meningkat?.

YES	NO	ABSTAIN
34 = 100%	0 = 0%	0 = 0%

S1   : *ya, karena kita bisa mendiskusikan jawabannya dulu dengan teman.* (yes, because we can discuss the answer with our partner)

S2   : *cukup meningkat.* (my self confidence increase significantly)

S3   : *tentu saja, karena saya jadi PD mau maju ke depan kelas.* (of course, it makes me to have self confidence to present my answer in front of the class)

S4   : *ya, lumayan.* (yes, not bad)

5. Menurut Anda, apakah kegiatan *think-pair-share* dapat meningkatkan kemampuan berbicara Anda dalam bahasa Inggris?

YES	NO	ABSTAIN
34 = 100%	0 = 0%	0 = 0%

6. Menurut Anda, apakah kegiatan *think-pair-share* sulit?

YES	NO	ABSTAIN
4 = 11%	30 = 88%	0 = 0%

7. Apakah yang membuat kegiatan *think-pair-share* sulit bagi Anda?

YES	NO	ABSTAIN
0 = 0%	0 = 0%	0 = 0%

8. Menurut Anda, apakah kegiatan *think-pair-share* bisa membantu Anda untuk berkomunikasi secara sederhana dalam bahasa Inggris dengan teman atau guru?

YES	NO	ABSTAIN
34 = 100%	0 = 0%	0 = 0%

9. Menurut Anda, apakah kegiatan *think-pair-share* dapat membantu Anda untuk bekerjasama dalam sebuah kelompok?

YES	NO	ABSTAIN
34 = 100%	0 = 0%	0 = 0%

10. Menurut Anda, apakah kegiatan *think-pair-share* dapat membantu Anda lebih aktif di dalam kelas?

YES	NO	ABSTAIN
34 = 100%	0 = 0%	0 = 0%

11. Menurut Anda, giving rewards atau pemberian hadiah kepada siswa yang aktif di dalam kelas bisa membantu meningkatkan motivasi siswa lain?

YES	NO	ABSTAIN
34 = 100%	0 = 0%	0 = 0%

12. Menurut Anda, apakah materi yang disampaikan dalam kegiatan *think-pair-share* lebih mudah dimengerti?

YES	NO	ABSTAIN
20 = 58%	0 = 0%	14 = 41%

13. Menurut Anda, apakah waktu yang diberikan untuk mempelajari materi yang diberikan cukup?

YES	NO	ABSTAIN
30 = 88%	4 = 11%	0 = 0%

14. Menurut Anda, dengan berdiskusi dengan teman lebih membantu Anda mempermudah mempelajari materi yang diberikan?

YES	NO	ABSTAIN
34 = 100%	0 = 0%	0 = 0%

15. Menurut Anda, apakah Classroom English yang digunakan peneliti dikelas efektif untuk meningkatkan kemampuan bicara dalam bahasa Inggris Anda?

YES	NO	ABSTEIN
32 = 94%	0 = 0%	2 = 58%

S1 : *ya, tentu saja. Kita kan jadi tau bagaimana cara bicara yang benar dalam bahasa inggris.* (Yes, of course. We become understand how to speak in English correctly)

S2 : *iya. Membantu sekali.* (Yes, it helps so much)

S3 : *sangat ya. aku jadi bisa bicara ini itu.* (yes, it is very useful, I can speak a lot of sentences now)

S4 : *membantu banget, biasanya ga pernah sampai bisa kaya gini tapi sekarang jadi bisa.* (it helps so much. Usually I can't speak in English well, but I can understand now)

16. Menurut Anda, lebih menyenangkan menggunakan kegiatan think-pair-share dengan 2 orang saja atau lebih? Jelaskan!

5 students = 14 % answer "dua orang saja" (2 students)

4 students = 11 % answer " lebih " (more)

29 students = 73 % do not answer the question.

17. Apakah guru Bahasa Inggris Anda pernah menggunakan teknik lain selama mengajar terutama untuk kemampuan berbicara?

YES	NO	ABSTAIN
20 = 58%	0 = 0%	14 = 41%

18. Teknik apa yang pernah digunakan oleh guru Bahasa Inggris Anda?

    2 students   = 5,8 % answer *dialogue, reading, speaking*

    5 students   = 14 % answer *reading texts*

    2 students   = 5,8 % answer *simple present tense*

    4 students   = 11 % answer *memorizing the sentences*

    21 students   = 61 % do not *answer the question*

19. Menurut Anda, apa saja kelebihan teknik tersebut?

No one answers the question.

20. Menurut Anda, teknik mana yang lebih efektif untuk meningkatkan kemampuan berbicara siswa?

No one answers the question.

13
ATTENDANCE LIST

DAFTAR KEHADIRAN SISWA

KELAS VIII C SMP N 4 NGAGLIK

SEMESTER I / TAHUN AJARAN 2012/2013

NO	NAMA SISWA	PERTEMUAN					
		1	2	3	4	5	6
1	Bimo Aryo Tejo	✔	✔	✔	✔	✔	✔
2	Okselino R	✔	✔	✔	✔	✔	✔
3	Alifada Hastya P.	✔	✔	✔	✔	✔	✔
4	Amalia Asfriyani	✔	✔	✔	✔	✔	✔
5	Amalia Cahyarini	✔	✔	✔	✔	✔	✔
6	Anggit S.N	✔	✔	✔	✔	✔	✔
7	Aricsal Furqonza	✔	✔	✔	✔	✔	✔
8	Arifah N.S.W	✔	✔	✔	✔	✔	✔
9	Benedicto Alvin J.	✔	✔	✔	✔	✔	✔
10	Bernadeta Elli K.	✔	✔	✔	✔	✔	✔
11	Bonifasius Handika D.S	✔	✔	✔	✔	✔	✔
12	Candra Irawan	✔	✔	✔	✔	✔	✔
13	Cristina F.O	✔	✔	✔	✔	✔	✔
14	Dewi Setya M.	✔	✔	✔	✔	✔	✔
15	Dias Eka J.	✔	✔	✔	✔	✔	✔
16	Eka Fitri E.	✔	✔	✔	✔	✔	✔
17	Eka Garnadi	✔	✔	✔	✔	✔	✔
18	Eri Febrianto	✔	✔	✔	✔	✔	✔
19	Faisal Yuda B.	✔	✔	✔	✔	✔	✔
20	Fajar Haryoko	✔	✔	✔	✔	✔	✔
21	Felicia Dea E.P.	✔	✔	✔	✔	✔	✔
22	Ferrira Finegar	✔	✔	✔	✔	✔	✔
23	Hilda Rizky	✔	✔	✔	✔	✔	✔
24	Intan Galuh	✔	✔	✔	✔	✔	✔
25	Josua Exsa C.F.	✔	✔	✔	✔	✔	✔
26	Mersella Mega R.J	✔	✔	✔	✔	✔	✔
27	Mohammad Rozak	✔	✔	✔	✔	✔	✔
28	Muhammad Falkatar	✔	✔	✔	✔	✔	✔
29	Mustika Fie S.	✔	✔	✔	✔	✔	✔
30	Nilam Prasetiani	✔	✔	✔	✔	✔	✔
31	Rindra S.N.	✔	✔	✔	✔	✔	✔
32	Safitri Rahma S.	✔	✔	✔	✔	✔	✔
33	Stevanus Fajar Pradika	✔	✔	✔	✔	✔	✔
34	Verdiansyah I.P.	✔	✔	✔	✔	✔	✔

14
PHOTOGRAPHS

Picture 1

The researcher was giving explanations of the activity they were going to carry out.

Picture 2

The students were enthusiastically doing the think-pair-share technique.

Picture 3

A student was sharing his discussion result in front of the class.

Picture 4

The students were sharing their result in front of the class.

15
PERMIT LETTERS

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI
Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor   : 1235e/UN.34.12/PP/X/2012   16 Oktober 2012
Lampiran   : 1 Berkas Proposal
Hal   : **Permohonan Izin Penelitian**

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri
Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir
Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

*Using Think-Pair-Share Technique to Improve Students' Speaking Ability at SMP Negeri 4 Ngaglik
Grade VIII in the Academic Year of 2012/2013*

Mahasiswa dimaksud adalah :

Nama   : NENTY LISA ADHIARSIH
NIM   : 08202244047
Jurusan/ Program Studi   : Pendidikan Bahasa Inggris
Waktu Pelaksanaan   : Oktober – November 2012
Lokasi Penelitian   : SMP Negeri 4 Ngaglik

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I

Dr. Widyastuti Purbani, M.A.
NIP 19600524 199001 2 001

Tembusan:
Kepala SMP Negeri 4 Ngaglik

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S U R A T   I Z I N

Nomor : 070 / Bappeda / 2879 / 2012

TENTANG
PENELITIAN

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.

Menunjuk : Surat dari Sekretariat Daerah Pemerintah Provinsi Daerah Istimewa Yogyakarta

   Nomor : 070/8477/V/10/2012   Tanggal : 22 Oktober 2012

   Hal : Izin Penelitian

MENGIZINKAN :

Kepada	:
Nama	: NENTY LISA ADHIARSIH
No.Mhs/NIM/NIP/NIK	: 08202244047
Program/Tingkat	: S1
Instansi/Perguruan Tinggi	: Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi	: Karangmalang, Yogyakarta 55281
Alamat Rumah	: Perum. Taman Anggrek A 3 Jl. Raya Tajem Maguwoharjo, Depok, Sleman
No. Telp / HP	: 085743211508
Untuk	: Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul

USING THE THINK-PAIR-SHARE TECHNIQUE TO IMPROVE STUDENTS' SPEAKING ABILITY AT SMP NEGERI 4 NGAGLIK GRADE VIII IN THE ACADEMIC YEAR OF 2012/2013

Lokasi	: SMP Negeri 4 Ngaglik, Sleman
Waktu	: Selama 3 bulan mulai tanggal: 22 Oktober 2012 s/d 22 Januari 2013

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.

2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.

3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.

4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.

5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

   Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

   Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

           Dikeluarkan di Sleman

           Pada Tanggal : 24 Oktober 2012

Tembusan :

           a.n. Kepala Badan Perencanaan Pembangunan Daerah

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman   Sekretaris
3. Kepala Dinas Dikpora Kab. Sleman   u.b.
4. Kabid. Sosial Budaya Bappeda Kab. Sleman   Kepala Bidang Pengendalian dan Evaluasi
5. Camat Ngaglik
6. Kepala SMP Negeri 4 Ngaglik
7. Dekan Fak. Bahasa dan Seni UNY
8. Yang Bersangkutan

           Dra. SUCI IRIANI SINURAYA, M.Si, M.M
           Pembina, IV/a

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PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN
070/8477/V/10/2012

Membaca Surat	:	Wakil Dekan I Fak. Bahasa dan Seni UNY	Nomor	:	1235e/UN.34.12/PP/X/2012
Tanggal	:	16 Oktober 2012	Perihal	:	Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegitan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama	:	NENTY LISA ADHIARSIH	NIP/NIM	:	08202244047
Alamat	:	Karangmalang Yogyakarta			
Judul	:	USING THINK - PAIR - SHARE TECHNIQUE TO IMPROVE STUDENTS SPEAKING ABILITY AT SMP NEGERI 4 NGAGLIK GRADE VIII IN THE ACADEMIC YEAR OF 2012/2013			
Lokasi	:	SMP N 4 NGAGLIK SLEMAN Kec. NGAGLIK, Kota/Kab. SLEMAN			
Waktu	:	22 Oktober 2012 s/d 22 Januari 2013			

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal 22 Oktober 2012
A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan

Kepala Biro Administrasi Pembangunan

Hendar Suswoyati, SH
NIP 195805503 2 003

Tembusan :
1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman c/q Ka. Bappeda
3. Ka. Dinas Pendidikan Pemuda dan Olahraga DIY
4. Wakil Dekan 1 Fak. Bahasa dan Seni UNY
5. Yang Bersangkutan