

**THE EFFECT OF USING THINK PAIR SHARE TECHNIQUE ON  
THE STUDENTS' SPEAKING ABILITY**

*(A QUASI - EXPERIMENTAL STUDY AT THE SECOND SEMESTER OF THE  
VOCATIONAL GRADE OF SMK 1 RL IN 2021 ACADEMIC YEAR)*

**THESIS**

Presented in Partial Fulfillment Of the Requirement For the Degree Of Strata One in  
English Tadris Study Program Of IAIN Curup



**By :**

**ROBERT . R  
NIM 17551058**

**ENGLISH TADRIS STUDY PROGRAM  
FACULTY OF TARBIYAH  
INSTITUTE OF ISLAMIC EDUCATION (IAIN) CURUP  
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KEMENTERIAN AGAMA REPUBLIK INDONESIA  
**INSTITUT AGAMA ISLAM NEGERI  
(IAIN) CURUP**

Jalan Dr. A.Y. Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21755 Fax: 21010  
Homepage: <http://www.iaincurup.ac.id> Email: [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id) Kode Pos: 21112

**A P P R O V A L**

Nomor : Q94 /In.34/FT/PP 00.9/09/2021

**Name : ROBERT .R**  
**NIM : 17551058**  
**Departement : English Study Program**  
**Faculty : Tarbiyah**  
**Title : THE EFFECT OF USING THINK PAIR SHARE TECHNIQUE  
ON THE STUDENTS' SPEAKING ABILITY OF SMKN 1  
REJANG LEBONG**

Has been examined by examining board of the English Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

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**At : Room V Munaqosah IAIN Curup**

Has been received to fulfill partial requirements for the degree of Strata 1 in English Study Program of Tarbiyah Faculty of IAIN Curup.

**Examiners :**

**Head**

**Paidi Gusmuliana, M. Pd**  
**NIP.198408172015031004**

**Secretary**

**Henny Septia U, M.Pd**  
**NIDN. 2020108101**

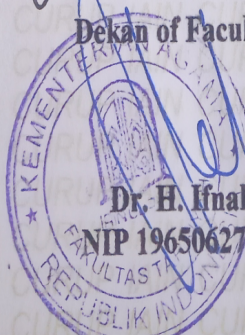
**Examiner I**

**Leffy Noviyenti, M. Pd**  
**NIP. 197611062003122004**

**Examiner II**

**Hadi Suhermanto, M. Pd**  
**NIP. 197411131999031003**

**Dekan of Faculty Tarbiyah**



**Dr. H. Ifnaldi, M.Pd.**  
**NIP 196506272000031002**



Hal : Pengajuan Skripsi

Kepada  
Yth. Bapak Rektor IAIN Curup  
Di Curup

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Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi saudara **ROBERT. R** yang berjudul “ **THE EFFECT OF USING THINK PAIR SHARE TECHNIQUE ON THE STUDENTS' SPEAKING ABILITY AT THE SECOND SEMESTER OF THE VOCATIONAL GRADE OF SMKN 1 REJANG LEBONG** “ sudah dapat diajukan dalam sidang munaqasah Intitut Agama Islam Negeri ( IAIN ) Curup.

Demikian permohonan ini kami ajukan , terima kasih .

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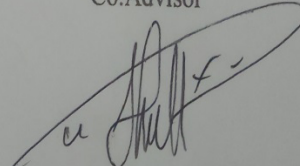
Curup, 21 July 2021

Advisor



**Paldi Gusmuliana M.Pd**  
NIDN. 2017088401

Co.Advisor



**Henny Septia Utami M.Pd**  
NIDN. 2020108101

## LEGALIZATION OF FREEDOM IMITATION

The writer who sign below :

Name : Robert .R

Nim : 17551058

Prodi : English Education Study Program

Faculty : Tarbiyah

State the thesis under the title “ The Effect of Using Think Pair Share Technique On The Students’ Speaking Ability “ ( A Quasi - Experimental Study on Second Semester Students of SMKN 1 RL ) is pure and never proposed to get scholarship in IAIN Curup and others University. This statement is made truly, if in the next day there is any mistake the writer ready to accept the punishment or the other critic from IAIN Curup suitable with its regulation.

Curup, 15 July 2021

Writer

**ROBERT. R**  
**NIM . 17551058**

## *Wise Word*

- Allah SWT is our destiny and time is a sword
- Whoever goes to gain knowledge to practice knowledge, surely the slightest knowledge will be useful for him
- The knowledge is like a hunted animal, while the pen is the binder, then tie your hunt with a strong rope
- Life needs knowledge , death needs knowledge , science for rich , science for charity

## *This Thesis is Dedicated To*

£ My beloved Parents “ Daddy and Mommy ”

Thank’s so much for all love, support, and for everything that you have given to me and and i love you so much

£ My beloved Brother and my sister “ Adik Arief. R n Adik Aulia . R”

£ To my best friends “ all who have been friends with me, i consider you’re my best friends

£ My all beloved friends in TBI 2017 generasion

£ And my Lovely my Almamater

£ To my big Family my office “ GULAPAHIT CAFFE “

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£ My beloved supporter “ ma’am widya S.Pd “thank you for all the help that may be infinite and what i do is all useless without mam widya in it .



£ My all students in SMKN 1 RL

## ABSTRACT

**ROBERT.R 2021: THE EFFECT OF USING THINK PAIR SHARE TECHNIQUE ON THE STUDENTS' SPEAKING ABILITY (A Quasi-Experimental study at the Second Semester of the vocational grade of SMKN 1 Rejang Lebong )**

The objective of this research is to find out whether there is a significant effect of think pair share technique toward students's speaking ability. The research method of the research is quasi experimental method which know a significant of using Think Pair Share technique toward students' speaking ability. The experimental group is treated by applying think pair share technique in developing students' speaking ability while in control group used conventional technique. The total number of pupulation is 524 students. Two classes selected in this research as sample by using cluster random sampling technique , there are experimental group and control group. The total number of sample is 36 students. The pre-test is given to both groups before giving the treatment. Then after giving the treatment for six ( 6 ) materials the post- test administrated for both groups. The mean score of post-test result in experimental group is 81,83 and the mean score in control group is 73,22 . From the testing, the difference of mean score both groups can be seen from the result of " t " test that is " t " obtained is 2,750 while " t " table was 2,032 So " t " test obtained was bigger than " t " table . it is proved that " t " test obtained is bigger than "t" table ( 2,750 > 2,032 ) .the result showed that there is an increase for the score significantly. Finally , it can be stated that employing the TPS technique to



teach speaking had a considerable impact on students' ability to communicate.

Keywords : *Speaking , Think Pair Share Technique*

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Bismillahirrahmanirrohim

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Curup, 21 July 2021

Researcher

**ROBERT.R**  
NIM.17551058



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# CHAPTER I

## INTRODUCTION

### A. Background of the Research

English is incredibly vital as a tool of international communication in the age of globalization. Consequently, The proportion of persons in the globe are able to Speak English. In Indonesian, English is a foreign language that is not used every day. People only learn English from school or course. The short and limited frequency of the meeting, lack of teaching -learning English instrument is a compulsory subject that should be mastered by students.

Students should be able to listen, speak, read, and write in English about topics that have been chosen based on their abilities and interests. Students should also be able to understand oral and written expression.

To do this, the teacher should focus on developing the four language skills of listening, speaking, reading, and writing. Students can develop their skills for expressing their thoughts, feelings, and experiences using spoken or written English in order to explore their relationship between the individual in the international contact faced knowledge, ideas, and value in the English language by using English for a variety of purposes and postural contexts.

For students, speaking is an important ability. For example, can do a variety of things, such as get a suitable career or create one for themselves, such as work as a guide, a translator, or teach in a course. Speaking allows people to express their thoughts, emotions, and feelings. Every day, the average person writes tens of thousands of words, but other people write much more.<sup>1</sup>

This K-2013 curriculum is a competency-based curriculum that includes components of attitudes, knowledge, and abilities. English competency for SMA/SMK/MA is defined as the ability to communicate in three different types of discourse: interpersonal, transactional, and functional. Because the purpose of learning English is to understand and apply concepts to carry out social functions, learning should not be carried out as is customary, namely with 3 teacher-centered steps : teacher explanations, practice questions in class, and practice questions at home. The learning process must run naturally, as befits any learning

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<sup>1</sup>Scott, Thornbury. *How to Teach Speaking*. London: Limited, 1998, p.1

process in everyday life. Therefore, K-13 applies a scientific approach which is more or less natural in meaning. The researcher obtained this statement from various sources, such as a guide book on teaching vocational school teachers and from the ministry of education and culture's WEB resource relating to the curriculum 2013.

One of the reasons why the researcher took the subject at the SMKN 1 Curup specifically speaking ability is because every student at the SMKN Curup is required to take an english test known as TOEIC ( Test of English for International Communication ). Therefore, every student is expected to be able to master the test , especially in speaking ability. And this test is only available at SMKN Curup, while in other senior high schools there is None.

As we know this years all schools conduct online learning process which previously was face-to-face . Therefore ,the researcher held a meeting with the english teachers at SMKN Curup . with the aim of being able to determine which classes are allowed for limited face-to-face meetings and who the teachers are there.and after that the researcher then asked the english teacher some simple questions about the development of the students, especially in class she taught.

The vocational level at SMKN 1 CURUP speaking ability must indeed be emphasized even though they have a lot of different majors there. Among the several majors at the SMKN 1 CURUP level that researcher have



observed are TEI (electronics of industry ) and TKJ (computer and network engineering) departments that are quite capable in the foreign language. for other majors speaking ability are very difficult because they are a little difficult to understand the lesson at each meeting. one of the English teachers there said that they had to repeat 10 times after that they could understand English at each meeting.

There are several English teaching techniques that are applied by English teachers at SMKN 1 CURUP such as project-based learning, problem-based learning, dialogue memorization, and others. However, the technique most often used by english teachers at the school is the use of lecture teching techniques. The teacher of SMKN 1 CURUP said the lecture technique is the verbal application using teaching aids to clarify the description supplied to students by the teacher to the class,This lecture technique is commonly used in learning processes at all levels of education, from elementary to college. And usually in the use of this technique , students only listen to what is explained by the teacher and if students do not understand then students may ask questiuons to the teacher.

The researcher has conducted an observation to identify problems encountered by the students of SMKN 01 CURUP. The researcher asked of the English teacher about the students capacity to master English, particularly their ability to speak the language.According to the teacher, the students speaking abilities were below average.Because they lacked

the vocabulary, the students had difficulties to express their thoughts or opinions. Besides, the English teacher usually used lecture technique as a technique for improving students' speaking abilities, and this may cause students' to become bored with learning how to talk. The researcher identified that their problems, such as The students had a low participation, the students have a very small amount of vocabulary, their language structure has not improved, their pronunciation skills are still chaotic, The students were uninterested in the teacher's speaking activities (they were bored), and they had difficulty expressing their thoughts in public.

The choice of learning model needs to be done to attract students' learning interest, because variations in the models or methods used by the teacher can result in the presentation of learning material to attract more student attention so that Students simply accept it, and the class comes back to life. Therefore, researcher try to use new teaching techniques, especially in improving the quality of students in English by using think pair share technique. Therefore, researcher will try this new teaching technique to students of SMKN 1 Curup, especially those majoring in class TEI and TKJ class .

A teacher must use an appropriate technique to help students develop their speaking skills. One of the techniques is Think Pair Share. This technique aids students in achieving their goals. Speaking can be practiced in three ways: thinking, pairing, and sharing. Thinking implies

that they must consider the solution or answer to the teacher's inquiry. Pairing implies they must collaborate in groups of two to discuss an issue set by the teacher, and Sharing means they must share the result of their argument with the rest of the group.

Think Pair Share is a technique created by Frank Lyman and Associates to provide students with "food for thought" on a given topic so that they can build their own opinions and share them with other students. Lyman said that "think pair share technique can solve the students' problem in speaking skill".<sup>2</sup> According to Hurley & Chamberlain in Slavin cooperative learning where students work together to support each other learn. Their learning process can gain an understanding of the reasoning process for each other. Cooperative learning activities can be intended with groups of children at different levels to help each other learn. the implementation of think pair share technique the students can improve their speaking skill during the learning process".<sup>3</sup>

From the previous section, it can be concluded that the Think Pair Share technique is one of the cooperative learning strategies that may be implemented to teach English, particularly speaking. Through a three-step

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<sup>2</sup>Lyman, F (1987). *Think Pair Share :An Expanding Teaching Technique* :MAA-CIE Cooperative News, 1,1-2

<sup>3</sup>Zaim, R., & Radjab, D. (2004). *Improving Students' Speaking Skill By Using Think Pair Share Strategy* at the Second semester of Syariah Class a at Language Center of UIN Suska Riau. *Journal English Language Teaching (ELT)*. 2(1), 1-12.

process of thinking, pairing, and sharing, students are able to practice speaking. Thinking implies that students must consider the solution or answer to the teacher's inquiries. Pairing entails students working in pairs to discuss an issue set by the teacher, while sharing entails students discussing the result of their discussion with the entire class. the population of this study is second semester of the TEI and TKJ grade student of SMKN 1 CURUP, The researcher selects the TEI and TKJ grades for the second semester. Because they were only introduced whose new technique names in learning to speak english language. Based on the reason above, The researcher is interested to do the research under the title," The Effect of Using Think Pair Share Technique on the Students' Speaking Ability at the Second Semester of the Vocational Grade of SMKN 1 Rejang Lebong ".

## **B. Identification of the Problem**



Considering the context of the situation, the researcher discovered that there are issues.:

1. There was a low level of participation among the students.
2. The students were not interested in participating in the teacher's speaking activities (students got bored).
3. The students had difficulties to express their ideas in speaking, they have a limited vocabulary, their language structure has not improved, and their pronunciation abilities are still a disaster.

### **C. Scope of the Research**

In this research, the researcher focused on the process of teaching speaking to TEI and TKJ grade students at SMK 1 NEGERI CURUP BENGKULU in the 2021 academic year using the Think-Pair-Share technique.

### **D. The Research of Question**

1. How is the students' speaking ability before they are taught using TPS Technique in speaking class ?
2. How is the students' speaking ability after they are taught using TPS Technique in speaking class ?
3. Is there any significant effect of the think pair share technique toward students' speaking ability ?

## E. The Objective of the Research

The objectives of this research are to investigate :

1. To find out whether there is the students' speaking ability before given treatment of Think Pair Share
2. To find out whether there is the students' speaking ability after given treatment of Think Pair Share
3. To find out whether there is a significant increase in students' speaking ability after the application of Think Pair Share Technique

## F. Hypothesis

In order to answer the problem of the following hypothesis are proposed :

Ho: Think Pair Share has significantly on the students' speaking ability.

Hi : Think Pair Share has not significantly on the students' speaking ability.

## G. Operational Definition

To Avoid Misunderstanding, it is necessary to clarify and specific each term in the following :

### 1. Effect

An effect is a result of an activity or a cause: a conclusion or a resulting.<sup>4</sup> so the other definition is an impression created in the mind of a spectator, reader, etc while watching a play, listening to music, or looking at a painting.<sup>5</sup> In this study, researchers used new teaching techniques in order to improve students' speaking, The think-pair-share

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<sup>4</sup>Jonathan Crowther ,*Oxford Advanced Learners' Dictionary*,Oxford University Press,1995,p.369

<sup>5</sup>Ibid,p. 369

technique is used in this case had a very large effect in supporting vocational secondary students, especially at SMKN 1 Curup to correct the mistakes that students had so far.

## 2. Think Pair Share Technique

According to Arends, TPS is a type of cooperative learning designed to influence student interaction patterns.<sup>6</sup> Think Pair Share Technique is the technique of cooperative technique which developed by Frank Lyman of the university of Maryland in 1981. It is small discussion that can use in the classroom by teachers. Think pair share can promote and support high level of students to think about the material . it also can be modified to fit any any class size and any situation. By using this technique the students will think about the material and share it by their own words.<sup>7</sup> So that when think pair share is used, students have the opportunity to interact, think about each other, and help one another , especially in overcoming learning material problems.

## 3. Speaking Ability

Speaking is considered as a major skill to be mastered by students in terms of communication need. This because the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. However, learning

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<sup>6</sup>Trianto.2009. *Mendesain Model Pembelajaran Inovatif dan Progresif Konsep dan Implementasinya pada Kurikulum Tingkat Satuan Pendidikan* , Jakarta: Kencana Prenada Group. On TA'DIB, Vol XVI , No. 02 ,Edisi Nopember 2011

<sup>7</sup>Yulianingsih,L.2017. The Use Of Think Pair and Share Technique in Teaching Reading to the Seventh Grade of Senior High School. *Academic Journal Perspective : Education,Language,and Literature*,5(2),99-108

toward a good speaking competency is not an easy task for students. speaking ability has been considered difficult for them.<sup>8</sup> In this research speaking ability refers to the students' of vocational school at SMKN 1 CURUP.

## H. The Significance of the Study

The result of the study is expected to be used theoretical and practical :

### 1. Theoretical

The findings of the study can be used to improve the theory and method for communicating students' abilities utilizing the think pair share technique.

### 2. Practical

#### a. For the students

The students are also expected to benefit from the findings of this study, as it will make learning about speaking more enjoyable for them. It is also expected that students will be able to absorb the material presented by the teacher with enthusiasm.

#### b. For English Teacher

The findings of this study are expected to be useful in supporting English teachers in SMKN 1 CURUP in using or developing their teaching approaches for teaching speaking skills. It is also necessary that the instructor be aware of the many different

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<sup>8</sup>Menggo,S.2016.THE EFFECT OF DISCUSSION TECHNIQUE AND ENGLISH LEARNING MOTIVATION TOWARD STUDENTS' SPEAKING ABILITY.Jurnal Pendidikan dan Kebudayaan Missio,8(1),112-119



approaches to training speaking ability.

c. For the Upcoming Researcher

According to the findings of the study, using the think pair share technique can improve students' ability to speak. The researcher would like to provide a suggestion for further research. The study's findings can be utilized as a reference for future research on different samples and occasions.

d. To the College

It was intended that this research will contribute scientifically to the institution's efforts to improve the quality of English teaching and learning.

## **I. Organization of Explanation**

The organization is completed by the researcher of explanation with divided into some parts, namely chapter I is the introduction to the research it told regarding the study's background, the problem's identification, the research's scope, the research of the question, the research's objective, the hypothesis, the operational definition, and the research's importance. Chapter II, describes about the review of related literature, it include related theories that had a connection with the research. Chapter III consist of the methodology of research of research, it includes the kind of the research, population and sample, techniques of collecting data, validity and reliability data, and technique of data analysis. Chapter IV , the researcher provides findings consist of the pre test

calculation of students' speaking ability before the both treatment is done and post test calculation of students' speaking ability both conventional technique and TPS technique . And the last, Chapter V consist of conclusion and suggestion of the research.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the researcher provides the theory about the importance of using new technique of TPS in improving student's speaking ability. The research provides the reviews about speaking, classroom, and TPS technique. Finally it provides the previous researcher conducted about the effect of using TPS technique on the students' speaking ability.

#### A. Review of Related Theories

##### 1. Definition of speaking

Speaking is an ability to communicate for interaction.<sup>9</sup> it is an activity used by someone to communicate with other people. It's also something you'd say in a conversation. Speaking is a form of communication that allows people to communicate with one another. It is a key aspect of English skills that should be stressed during the classroom teaching and learning process.. According to Brown , Speaking is a process that involves producing and receiving

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<sup>9</sup>Richards, j.c. (2008). *Teaching Listening and Speaking From Theory to Practice*. Cambridge: Cambridge University Press.

information, as well as processing it through interaction to generate meaning.<sup>10</sup>

In addition, Speaking, according to Bailey and Nunan, is an interactive process of building meaning that involves both producing and receiving information, as well as processing it. Speaking can be thought of as a type of interaction processing involving two or more persons in order to transmit and receive information. Furthermore, speaking is a two-way communication process that includes both receptive and productive elements. However, because it is conveyed by the oral system rather than a visual medium, speaking is more productive than receptive. In face-to-face contacts, speaking is a common mode of communication that occurs as part of a dialogue or other type of verbal exchange.<sup>11</sup>

In the study of behavior, communication is a basic concept, and it serves as a framework for linguistic and phonetic research. Communication is The exchange of data (a message) between a source and a receiver via a signaling system: in linguistic contexts, the source and receiver are humans, the system is a language, and the concept of response (or acknowledgement of) the message

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<sup>10</sup>Brown, H. D. (2004). *Language Assessment Principles And Classroom Practices*. San Fransisco: State University.

<sup>11</sup>Fata, I.A., & Wahyuni, S (2016). *Cartoon: Media in promoting students speaking skill in aceh. Proceeding of the 1st EEIC in conjunction with the 2nd Reciprocal Graduate Research Symposium-CAPEU*. (pp169-172), Syiah Kuala University, Banda Aceh.

becomes vital.<sup>12</sup>

Speaking is generally considered to be one of the most hardest skills to learn. When learning to speak, students should ideally be proficient in some language components such as grammar, vocabulary, and pronunciation. It's because mastering those three linguistic components has an impact on mastering the art of speaking.<sup>13</sup>

Related to the explanation above, As previously stated, speaking is an oral communication process that involves both the speaker and the listener in the exchange of information. It can also be defined as the ability to enunciate a sound or a few words in order to communicate, state, and convey ideas orally from one person to another. Students can speak to share and exchange ideas they've gathered from books or other sources of information. Orally, they can effectively convey how they feel, what they've learned, and what they really want.

Generally, Students should understand that speaking requires three types of knowledge:<sup>14</sup>

1. Mechanics (pronunciation, grammar, and vocabulary): using the proper words in the proper order, with proper pronunciation.
2. Transaction and interaction functions: identifying when perfect understanding is required (transaction/information exchange) and

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<sup>12</sup>Usman , Abdurrahman Hi. *Using the think-pair-share strategy to improve students' speaking ability at Stain Ternate. Journal of Education and Practice* 6.10 (2015): 37-45.

<sup>13</sup>Kusrini, Endang. *Teaching Speaking For Senior High School Students Using Cooperative Learning .Think Pair Share ' ."* *Aktif* 18.3 (2012).

<sup>14</sup>O' Grady, William and Dobrovosky. 2000. *Comtemporary Linguistic Analysis: An Introduction*. Copp Clark Ltd. P. 310

when it is not (interaction/relationship building).

3. Understanding how to consider who is communicating to whom, under what conditions, about what, and for what cause (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants).

During a face-to-face conversation between an interlocutor and a candidate, a person's speaking ability is frequently tested in real time. In real time, the assessor must make split-second choices about a range of features of what is being spoken. Some people feel that learning a language entails being able to converse in it. It is incorrect to believe that speaking is a key element of language acquisition.

Knowledge and Execution of turn taking are essential for good interaction. To put it another way, if a discussion is to be effective, By developing expressions and repeating until the encounter breaks down, students must be able to request for repetition. In real talk, When students engage in spontaneous face-to-face interaction with competent English language speakers outside of the classroom, they should probably be expected to ask more than the type of inquiry featured in cookbooks.<sup>15</sup>

## 2. Theoretical Framework

- a. Speaking problems when it comes to speaking, there are a few basic issues that arise :

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<sup>15</sup> Murcia Celce Marianne et al, 2000 *Discourse and Context in Language Teaching America*. Cambridge University Press. P. 225

1. Students' dislike to speaking and participating in speaking activities; Because they lack self-confidence and are not forced to express themselves in front of others, students are often scared to talk.
2. The function of the teacher in speaking should be that of a prompter, facilitator, and feedback provider, allowing students to practice speaking English on a regular basis.<sup>16</sup>

#### b. Characteristic of Successful Speaking

Brown claims that while spoken language is simple to do in most circumstances, it can be challenging in others. They must possess certain traits of successful speaking activity in order to carry out successful public speaking, for example:

1. When students participate in a speaking activity, they talk a lot. They speak for as much time as possible during the time allotted to the activity of speaking. In that time, the students speak a lot and have a good understanding of the issue.
2. Students are very motivated to participate in speaking classes. Their behavior demonstrates a strong desire to complete their speaking assignment and meet the task's objectives.
3. The level of language is adequate. Learners express themselves in meaningful, easy-to-understand utterances with an adequate level

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<sup>16</sup>Ibid, Jurnal Aktif, Juni 2012, Volume XVIII, Nomor 33

of linguistic accuracy.<sup>17</sup>

In Learning Speaking the students need to recognize that speaking

There are three areas of knowledge involved:

1. Pronunciation, grammar, and vocabulary are mechanical characteristics of language that should be developed by pupils in order to speak English fluently.
2. The socio-cultural norms (such as turn-taking, rate of speech, length of pauses between speakers, relative roles of participants) enable an individual to realize the conversational environment, to whom he is speaking, and what the aim of speaking is.<sup>18</sup>

In some classroom, Students repeat sentences or conversations, or chant English words, while they speak. Repetition is only one method for learning a new language. It is critical for students to practice their language skills in scenarios that are similar to those encountered outside of the classroom. They need to practice real communication :

1. Talking about their lives
2. Talking about news
3. Expressing their ideas
4. Discussing issues<sup>19</sup>

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<sup>17</sup>Ibid, Jurnal Aktif, Juni 2012, Volume XVIII, Nomor 34

<sup>18</sup> Ibid,.

<sup>19</sup> Joanna. Baker heather westrup, *Essential speaking skill* book(e-book).

Related the statement above ,Teachers need to make time for different kinds of practice, and to think of topics for students to speak about. They must also create an encouraging environment in which students may experience expressing themselves and being understood, even if they make mistakes. Make sure students have enough time to practice new language in a variety of ways and in a sequential manner. Students may be apprehensive about speaking to the teacher in front of the entire class.

So, you can practice in the safety of pairs and groups, where learners don't have to worry about being heard by the entire class or continually corrected. As a result, students are more likely to express something accurately, which might boost their confidence. It also provides maximum practice for all students in the class because they are all speaking at the same time.in this way, teachers can help students who are not very confident to become more successful speakers of English.

### **3. Teaching and Learning Speaking**

#### **a. Teaching Speaking**

Teaching speaking is a difficult task since there are so many challenges that occur in everyday practice.Inhibition, utter stillness, and minimal involvement, according to Ur, are some of the most common issues that arise in the speaking class.<sup>20</sup> Furthermore,

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<sup>20</sup> Ur, Penny. 1991. *A Course in Language Teaching*. New York Cambridge



students frequently say that they can't think of anything to say and that they have no motivation to speak out other than a guilty feeling that they should. If the students are to be heard in a speaking class, only one person can talk at a time; in a large group, this means that each individual will have very little time to speak. The problem is made more difficult by the fact that some students are more dominant than others, with some speaking very little or hardly at all. In another scenario, they have a proclivity to speak in their mother tongue because it is more convenient.

#### 1. Principles for Designing Speaking Class

The ability to create interaction between teacher and students, as well as between students and students in the classroom, is the basic principle in teaching speaking. Students learn to speak in a foreign language by "interacting". (Rivers & Burkart). Other principles are connected to speaking techniques, in which Brown presents several design principles for speaking techniques as follow :<sup>21</sup>

##### a. Use Technique that cover the learners' needs.

In practice, when a teacher assigns speaking tasks, make sure that the tasks include techniques to assist students in perceiving and using language's basic components.

##### b. Provide intrinsically motivating techniques.

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University Press.P.121

<sup>21</sup>Rahmawati,E. ( 2016 ). Getting RFL Learners to Speak: Obstacles and Solution. Loquen: English Studies Journal,2016,10.1:21-32

It is important to appeal to students' ultimate goals and interests at all times, as well as their need for knowledge and to "be all that they can be." It also needs the instructor to assist students in seeing how the activity will benefit them.

c. Encourage the use of authentic language in meaningful context.

This theme means that you should continue coming up with new and interesting ways to interact. Creating realistic situations and meaningful interaction takes time and effort, but it is possible with the support of a variety of teacher resource materials.

d. Provide appropriate feedback and correction.

Students are totally dependent on their teachers for useful language feedback in most EFL circumstances. As a result, it's critical for teachers to provide the right kind of corrective feedback at the right time.

e. Integrate natural link between speaking and listening.

Listening will be a part of many interactive techniques that involve speaking. Listening goals may naturally coincide with the teacher's attention on speaking goals, and the two abilities can encourage each other.

f. Give students opportunities to initiate oral communication.

The teacher introduces language in a significant portion of regular classroom interaction. The teacher asks questions, gives directions, and gives information in this class.

g. Encourage the development of speaking strategies.

Few language students are familiar with the concept of strategic competency. The classroom can be a place where students learn about and practice speaking techniques including asking for clarification, getting someone's attention, and so on.

From the explanation above, it may be concluded that communication in the classroom is embedded in meaning-focused activity. It means this requires teachers to tailor their instruction carefully to the needs of students and teach them how to listen to others, how to talk with others, and how to negotiate meaning in a shared context.

## 2. Obstacles in Learning Speaking

There are two types of causes of learning difficulties, according to Sitompul:<sup>22</sup>

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<sup>22</sup>Roslina, sitompul . *kesulitan belajar Speaking*, <http://id. Shvoong.com/writing->

1. Factors from inside (students namely the things that emerged from within the students themselves):
  - a. Sensory abnormalities, handicap, and other physical conditions are examples of physical disorders.
  - b. Mental flaws include a lack of intelligence and a lack of interest.
  - c. Emotional flaws such as insecurity, adaptability, hatred, and antipathy.
  - d. Weakness resulting from bad habits and attitudes, such as a lack of interest in homework and slowed learning, are frequently absent.
2. Factors from outside (Things that arise from outside the students' control):
  - a. Have an impact on a less harmonious home environment, a lack of family life, and the attitude of parents who are uninterested in her.
  - b. The school atmosphere does not encourage such activities as incorrect and insufficient methods, as well as a lack of equipment and learning materials.
  - c. Many people's opinions on education are incorrect in society, and mischievous playmates.

There are several psychological components related with second

language learning, according to Wide, Burn, and Joyce in Ovie Novitasari, including the following.<sup>23</sup>

1. Weak motivation

Motivation is the ability of some people to achieve their goals.

2. Anxiety

Simply said, anxiety is a mental state of being unsettled.

3. Self-confidence

In language learning, self-confidence is the most important factor. It gives students the desire and energy they need to become enthusiastic about their own study.

4. Shyness

One of the difficulties that every student experiences when learning a new language is shyness, and it is one of the factors that makes it difficult for students to talk in English classes.

5. Fear of embarrassment or laughing among students.

From the previous description, it can be stated that learners or students experience internal and external challenges when learning to speak. Lack of motivation, anxiety, low self-confidence, shyness, and students' fear of embarrassment or ridicule are all issues.

#### **4. The Activities to Promote Speaking Ability**

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<sup>23</sup>Ovi,Novitasari. *Psychological Problems faced by Students in Learning Speaking,Second Language Teaching, and Learning*.<http://www.education-English.com/2012/08/psychological-problem-faced-by.html>

There are some activities to promote speaking as follows :<sup>24</sup>

a. Discussion

In their discussion groups, Students may try to reach a conclusion, discuss their perspectives on an incident, or come up with ideas.

b. Role play and Simulation

While simulation is related to role play, students in this class have the option of bringing items to create a more realistic setting. If a student is playing a singer, for example, he or she can bring a microphone and perform.

c. Interviews

Interviewing people allows students to practice their speaking abilities not only in class but also outside of class, and it also helps them socialize. Following the interviews, each student can report back to the rest of the class on their findings. In class, Students are invited to report what they find to be the most fascinating news in class. Before class, students might also discuss whether they have had any experiences worth informing their friends about in their daily lives.

d. Prepared class

a frequent exercise is the prepared talk, in which a student gives a presentation on a topic. They are not intended for casual,

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<sup>24</sup> Kayi, Hayriye. 2006 Teaching Speaking : *Activities to Promote Speaking in a Second Language* Retrieved from <http://itesjl.org/Articles/Kayi-TeachingSpeaking.html>. On May 4<sup>th</sup> 2021

spontaneous dialogue because they are prepared and more "writing-like" than when delivered verbally. If at all possible, students should speak from notes rather than a script.<sup>25</sup>

e. Dialogue

Dialogue is one of the media used to educate people how to speak. It allows pupils to practice speech, pronunciation, intonation, and stress management. Students' vocabulary grows as a result of dialogue. The major goal of employing conversation in education is to improve students' competency in speaking like a native speaker (pronunciation, intonation, and stress). As a result, while teaching through dialogue (short or lengthy), students are motivated to reason rather than recollect by the teacher's question. Dialogues are two-way conversations in which we do not have to speak but must listen to what others have to say.<sup>26</sup>

## 5. Function of Speaking

Many efforts have been tried to make communication effective in human interaction. Brown and Yule make a crucial difference between speaking's interactional purposes, which serve to develop and maintain relationships, and its transactional duties, which focus on information sharing. It uses an enhanced three-part version of Brown and Yule's talk as interaction, talk as transaction, and talk as performance in

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<sup>25</sup>Harmer, Jeremy. 2002. *The Practice of English Language Teaching*. England: Longman. P.274

<sup>26</sup>Podo and Sulaiman. 1995. *Bahasa Sebagai Keterampilan Suatu Bahasa*. Bandung: Percetakan Angkasa. P.25

workshops with teachers in creating my own materials.<sup>27</sup>

a. Talk as interaction

Talk as interaction is a term that describes interaction that is largely social in nature and corresponds to what we commonly refer to as talk. When people meet, they greet one other, engage in small talk, and recount recent happenings in order to be nice and build a comfortable zone in which to interact with people. The emphasis is on the speakers and how they want to express themselves on the message to each other.

b. Talk as performance

This relates to public speech, which is speech that is delivered in front of an audience, such as a classroom presentation. Public announcements and speeches are usually delivered as monologues rather than dialogues, with a clear formal structure that approaches written language more than conversational English.

## 6. Types of Speaking Test

a. Reading aloud

The testers' reading aptitude can be determined by having them read aloud. This is not an appropriate method for evaluating reading ability in general. Its backwash effect is likely to be damaging, because it's not a skill that's employed outside of the classroom very often.<sup>28</sup>

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<sup>27</sup> Ur, Penny. 1991. *A Course in Language Teaching*. New York Cambridge University Press. P. 154

<sup>28</sup> Kitao. 1996. *Communication and Language Teaching*. Eric Web Portal



b. Conversational Exchanges

Another basic test is one in which students are given a situation and asked to respond in a certain way. Typically, these tests are very structured and only require a brief response, rather than a connected conversation.

c. Testing Speaking Using Visual Material

Without needing the tested to comprehend written or spoken material, pictures, maps, diagrams, and other sorts of visual material can be used to test speaking. By carefully selecting the content, the tester can control the vocabulary and, to some extent, the grammatical structures required. Several forms of material are appropriate for the language that the tester wishes to elicit, depending on the language that the tester wishes to elicit.

d. Oral Interviews

Oral interviews are testing scenarios in which the tester converses with the individual being tested. The tester usually has a list of questions to ask the tested, and someone, either the interviewer or another person, but ideally another person, evaluates the tested's language skills.

e. Role Play Test

A role play is another form of test. The tested and a confederate are given information on which to construct a role play, and the testers are rated on their ability to complete the task of the role play. For example, a role play may be used to learn about course prerequisites. The testee is required to use a range of functions that he or she would use in real-life communication situations in role plays. On the other hand, a role play exam is used to provide material on which to build role play, and a taster is used to assess a student's role play abilities.

f. Group or Pair Activities

Students are sometimes divided into pairs or groups and given a task, such as those indicated in the section on using visual resources above, to avoid the problems that come with oral interviews. They might also be given a quiz to take together, a puzzle to solve, or an assignment to finish. A well-trained interviewer can give identical settings from one interview to the next while testing a group of testers in a group activity, but this is not realistic.<sup>29</sup> Active listening and finding out the viewpoints of all members of the group are two more aspects that contribute to successful group discussions. The amount of testers and how they are mixed together impact the success of the activity. The testers will have a significant impact on the interactions of the students.

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<sup>29</sup> *Ibid*

According to the sorts of speaking tests described above, group or pair activities are acceptable for use in teaching speaking using inquiry methods since they help students improve or impact interaction when testing a group. From one interview to the next, group or pair activities might generate similar conditions.

## 7. Speaking Ability

Speaking consists of producing systematic verbal utterances to convey meaning. Speaking is “ an interactive process of constructing meaning that involves producing and receiving and processing information “. it is “ often spontaneous , open-ended , and evolving” .<sup>30</sup>

While, Hornby argued ability is a power in doing something, fitness for ability for being improved.<sup>31</sup> Furthermore, Ability is also defined as a person's prospective capability for physical or mental power. Based on the ideas, it is possible to conclude that speaking is the articulation of sound to express or state, as well as offer an opinion or a want. When speaking and ability are combined, it signifies both the ability to utter sound to convey or communicate thought and the desire to engage in communicative tasks with others.

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<sup>30</sup>Bailey,K.M.2003. Speaking.Practical English Language Teaching, 47-66

<sup>31</sup>Hornby AS .1968.*Oxford Dictionary* .London: Cambridge University Press. P. 78

Furthermore, speaking entails more than simply transmitting a message from a speaker to a listener. The speaker is both the subject and the object of his own statement in this circumstance. According to Firth, A and Wagner, J.<sup>32</sup>, there are five categories that should be measured in speaking. They are pronunciation, grammar, vocabulary, fluency and comprehension. These categories are :

Table 1  
SUMMARY OF SPEAKING ASSESSMENT  
ASPECT SCORES OF FACTS

| No | SPEAKING ASSESSMENT |       |  |
|----|---------------------|-------|--|
|    | Aspects             | Score | Description  |
| 1  | Pronunciation       | 5     | Easy to understand and has native speaker accents  |
|    |                     | 4     | Easy to understand even with a certain accent  |
|    |                     | 3     | There is a pronunciation issue that keeps the listener in full concentration and sometimes misunderstandings |
|    |                     | 2     | There is a pronunciation issue that keeps the  |

<sup>32</sup>Firth, A. And Wagner, J. 2007. *Second/Foreign Language Learning as a Social Accomplishment: Elaborations on a Reconceptualized SLA*, in *Modern Language Journal* 91(5). September 2007. USA : National Federation of Modern Language Teachers Associations. P. 810

|   |            |   |   |
|---|------------|---|---|
|   |            |   | listener in full concentration and sometimes misunderstandings  |
|   |            | 1 | Pronunciation problems are so serious that they can not be understood   |
| 2 | Grammar    | 5 | No or few grammatical errors  |
|   |            | 4 | Sometimes make grammatical errors but not effect the meaning  |
|   |            | 3 | Often make grammatical mistakes that affect meaning   |
|   |            | 2 | Many grammatical errors that block meaning and often rearrange sentences  |
|   |            | 1 | Grammatical mistakes are so severe that they are difficult to understand  |
| 3 | Vocabulary | 5 | Use vocabulary and expressions like native speakers   |
|   |            | 4 | Sometime use inappropriate vocabulary   |
|   |            | 3 | Often using inappropriate vocabulary, the conversation becomes limited due to the limitations of the vocabulary |

|   |               |   |  |
|---|---------------|---|--|
|   |               | 2 | Using vocabulary incorrectly and limited vocabulary so difficult to understand     |
|   |               | 1 | Vocabulary is so limited that conversations are impossible                         |
| 4 | Fluency       | 5 | It current as native speakers  |
|   |               | 4 | It seems slightly disturbed by language problems                                   |
|   |               | 3 | It somewhat disturbed by language problems   |
|   |               | 2 | Hesitated and stalled due to language limitations                                  |
|   |               | 1 | Talk is discontinuous and interrupted so that conversation is impossible           |
| 5 | Comprehension | 5 | Understanding all without difficulty   |
|   |               | 4 | Understand almost everything, even if there is repetition in certain sections      |
|   |               | 3 | Understand most of what is said when talking is slowed somewhat despite repetition |
|   |               | 2 | It's hard to keep up with what's being said  |
|   |               | 1 | Can not understand even simple conversation  |

Table 2.  
Rating Points

| Initial | Criteria       | Score    |
|---------|----------------|----------|
| E       | Excellent      | 5 points |
| VG      | Very good      | 4 points |
| G       | Good           | 3 points |
| S       | Satisfactorily | 2 points |
| P       | Poor           | 1 point  |

Speaking is expressing oneself in words, knowing and being able to use language: expressing oneself in words, making speech. The ability to accomplish something well is referred to as skill. As a result, We can argue that speaking is the ability to express oneself using words or a language in a normal voice. In a word, speaking ability is the ability to apply linguistics knowledge in real-life situations. Oral expression of ideas, feelings, thoughts, and needs is a function of the capacity.<sup>33</sup>

Individuals all through the world use speaking as one of their most prevalent language abilities. Mastering the art of speaking is a challenging task. It necessitates the application of a variety of abilities

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<sup>33</sup>Hornby, A.S. 1995. *Oxford Advanced Learner's Dictionary of Current Language*. Oxford University Press. P. 826

at the same time, which often develop at different speeds.

According to Syakur there are at least five components of speaking concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.<sup>34</sup>

a. Comprehension

Oral communication necessitates a subject's ability to both respond to and initiate speech.

b. Grammar

In conversation, students must be able to compose a correct sentence.

It supports Heaton's theory that children's ability to adjust structure and distinguish between suitable and incorrect grammatical forms is critical. Grammar is also useful for learning the proper technique to achieve proficiency in a language in both oral and written form.

c. Vocabulary

If you don't have enough vocabulary, you won't be able to communicate properly or express yourself in both speech and writing form. Little can be communicated without grammar, and nothing can be communicated without vocabulary.<sup>35</sup> So, vocabulary means the appropriate diction which is used in communication.

d. Pronunciation

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<sup>34</sup>Syakur. 1987. *Language Testing and Evaluation*. Surakarta: Sebelas Maret University Press. P 3

<sup>35</sup>Willid, D. 1990. *The Lexical Syllabus*. USA: Collins



When students communicate, they use pronunciation to develop clearer language. It's about the phonological process, which is an aspect of grammar that determines how sounds change and pattern in a language. Phonemes and suprasegmental characteristics are two aspects of pronunciation. It can be extremely difficult for a speaker from another linguistic community to understand a speaker who consistently mispronounces a variety of phonemes.<sup>36</sup>

e. Fluency

The capacity to talk fluently and accurately is known as fluency. Many language learners strive for speaking fluency. A moderately fast rate of speech and a modest number of pauses and "ums" or "ers" are signs of fluency. These indicators show that the speaker did not have to spend a lot of time looking for the language items needed to convey the information.<sup>37</sup>

## 8. Teaching Speaking by Recount in Vocational School

English is one of the subjects for students in vocational school. Teachers are the controllers and decision makers in the teaching and learning process. They are responsible for the success of the teaching and learning process.<sup>38</sup> Based on English syllabus, must

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<sup>36</sup> Gerard, Kelly. 2000. *How to Teach Pronunciation*, USA: Copp Clark Ltd. P.4

<sup>37</sup> Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*. New York Addison Wesley Longman, Inc. P. 4

<sup>38</sup> Apriani, Eka. 2017. *Utilizing Preservice English Teacher Strategies and Classroom Management at Junior High School in Rejang Lebong Regency*. Vol 1 No 2. English Franca: STAIN Curup. P.150

cover the four skill in english language which one is speaking .there are some speaking competencies that the student must accomplish pursuant to the Ministry of National Education's regulations.The content of the standard of competence and basic competence for vocational school student especially grade X 2nd semester can be seen in the table below.

TABLE 3

Standard of Competence And Basic Competence

For Vocational School students X Grade at second Semester<sup>39</sup>

| Standard Competence |  | Basic Competence |   |
|---------------------|--|------------------|---|
| 4.8.1               | Collecting context meanings relating to social functions, text structure, and linguistic features of oral and written report text, all of which are discussed in previous classes in class X | 4.8.1.1          | Concluding information about social functions, text structure, and language components of oral and written report texts other subjects in class X cover relevant technology |
| 4.8.2               | Putting together oral and written report materials on technology studied in other classes in class   | 4.8.2.1          | Preparing oral and written reports on technological topics studied in earlier   |

<sup>39</sup> English Syllabus For X grade second semester of SMKN 1 Curup

|  |  |         |   |
|--|--|---------|---|
|  | X by paying attention to social functions, text structure, and language aspects correctly and in context | 4.8.2.2 | classes in clas X.<br><br>Composing an oral and written report text on technology studied in other courses in clas X, keeping social purposes, text structure, and linguistic components in context in mind |
|--|--|---------|---|

From the table above, The researcher can conclude that the vocational school competency standard is the ability to communicate with students in English, which, of course, connects the re-text material in the form of a basic dialogue based on the syllabus provided by the school where the researcher collected the data. In this case, the researcher only prioritized the results. students speak only when they come to the front of the class.

### 9. Cooperative Learning

One of the most exciting and successful fields of educational theory, research, and practice is cooperative learning. When students work together to achieve shared learning goals, this is referred to as cooperative learning. Then, and only then, can each student achieve his or her learning objective if and only if the other members of the group

do as well.<sup>40</sup> Furthermore, Roger claims that cooperative learning is a successful teaching technique in which students cooperate in small groups to increase their comprehension of a subject through a range of learning activities. Every group member is responsible for not just learning what they have learned, but also for assisting their group mate in learning.

## 10. Think Pair Share

Think pair share is a cooperative learning technique that was first proposed by Lyman.<sup>41</sup> Think pair share is a cooperative learning model which shortened as TPS. According to Lie, this learning technique gives the students some opportunity to work in independent way and collaborate with others.<sup>42</sup> Kagan as cited in Sanjani mentioned that think pair share technique can promote and support the students' thinking ability to the higher level.<sup>43</sup>

In line with that, Kusri mentioned that think pair share technique gives some opportunities for students to be active in the learning process through thinking, pairing, and sharing with another student.<sup>44</sup>

Moreover, Kothiyal said that TPS is a classroom-based active learning

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<sup>40</sup>David W. Johnson, et.al. Cooperative Learning Methods: A Meta-Analysis. (University of Minnesota, 2000), p.2.

<sup>41</sup>Lyman, F. (1981) *The Responsive Classroom Discussion*. In A. S. Anderson (Ed), *Main-streaming Digest* (pp.109-113). College Park, MD: University of Maryland College of Education.

<sup>42</sup>Lie, A. (2002). *Cooperative Learning: mempraktikkan cooperative learning di ruang kelas*. Jakarta: PT. Gramedia p.57

<sup>43</sup>Kagan, S. (1994). *Cooperative Learning*. San Clemente: Kagan Publications.

<sup>44</sup>Kusri, E. (2012). *Teaching Speaking for senior high school students using cooperative learning "think pair share"*. *Jurnal Aktif*, 18(3), 1-8

technique , In which students work on a problem posed by the teacher or instructor.as a part of the teachers presenting the learning material,then teacher ask them (students) to think about the question mentioned and pairing with their partner to discuss the problem and get the consensus.finally,the teacher asks the students to share the result of discussion to the whole class.<sup>45</sup>

According to Arends , Think Pair Share was first developed by Lyman and colleagues at the University of Maryland and is an excellent approach to modify the atmosphere of a pattern class discussion. Assuming that all recitation or discussion necessitates a setting for general class control, the processes utilized in Think Pair Share can allow students to think, reply, and assist one another.

Think Pair Share is not specifically an assesment technique, but more a cooperative learning technique that encourages individual participation in a student-led,community discussion.we're going to discuss how to use it not only as a learning opportunity and community -building activity , but also as an in-the-moment assesment.<sup>46</sup>

The teacher estimates only to complete the presentation short or students read the assignment, or the situation is a question stain. Now the teacher wants students to consider more what has been done

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<sup>45</sup>Kothiyal,A, Majumdar, M, Murthy,S, & Iyer,S.(2003).*Proceedings of the ninth annual international ACM conference on international computing education research,Effect of think pair share in a large CS1 .Class:83% Sustained Engagement*.San Diego:ACM

<sup>46</sup>Moree,Christopher. *Creating Scientists teaching and Assesing Science for the NGSS Book* . New York.2018

explained and experienced. teacher chooses to use Think Pair Share to compare the Group's preferred account.<sup>47</sup>

Understanding TPS (think pair share), also known as cooperative learning in pairs, is a technique of cooperative learning that is intended to change the pattern of student interaction. TPS strategy is developing from cooperative research and coming up time . which is not a way of being an effective way to make variations of patterns of classic discussion pattern.<sup>48</sup>

The TPS technique entailed instructing students to consider the answer to a topic or problem posed by the teacher. Students assist each other in resolving the problem to the best of their abilities. Following that, it is described or explained in class.<sup>49</sup>

## 11. Procedure of TPS

There are various general steps to implementing the Think Pair Share, such as.<sup>50</sup>

- a. in groups of students
- b. announce a conversation topic or an issue to solve
- c. give students at least 1 minutes to THINK about their answer
- d. announce discussion partners using students.

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<sup>47</sup>Trianto.Op.Cit.p.129-130

<sup>48</sup>Trianto, Ibnu Badar Al-Tabany, *Mendesain Model Pembelajaran*, (Jakarta: Prenamedia Group, 2014). Hal. 108

<sup>49</sup>Miftahul, Huda. *Cooperative Learning Metode Teknik Struktur dan Model Penerapan* (Yogyakarta: Pusat Pelajar, 2015) hal. 132

<sup>50</sup>Ibid,

- e. Instruct students to debate the issue or solution in PAIRS with their companion.
- f. Finally, select a few students at random to SHARE their ideas with the class.

There are 3 stages of TPS learning to do by Think, Pair and Share. The teacher provides time limit so that students can learn to Think and act quickly and right. Students' think through questions using there distinct steps:

Teachers use the following part steps:<sup>51</sup>

- a. Thinking

In the process of thinking, pupils are expected to think independently on the question or subject that has been presented. Students should write their responses at this stage since teachers cannot monitor all student answers one by one; instead, teachers may monitor all of the responses using the student's records, which can then be mended or executed over the concepts and thoughts That is still incorrect. Teachers will be able to minimize the problem of pupils who are conversing at this stage since they will be working alone to tackle the problem. Teacher poses a question or problem related to the course and asks students to respond using self-created problems.

- b. Pairing

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<sup>51</sup>Ibid.,

The teacher instructed the students to pair up with buddies at this point. who were standing near him, such as friends who had been. It is done so that the students involved can share information and complement each other's thoughts, which were not anticipated at the time of the think. There are two students for each pair at this stage. Accepting other couples to establish groups can help this step progress.

Before sharing with other larger groups, such as the class, with the goal of educating their thinking. However, there's a few things to consider. Large gatherings can be inefficient at times because they limit the amount of space and opportunity for individuals to think and express their ideas. Teachers instruct pupils to form pairs and share their ideas with their peers.

### c. Sharing

At this phase, each pair or group shares their findings, ideas, and responses with their partners or groups, or with the entire class. This step improves on the previous phases in that it ensures that all groups arrive at the same conclusion, which is the most right response. Pairs or groups with less faulty thoughts or who have not completed the problem are expected to grasp it better. The problem resolution presented is based on other group explanations that allow him to express himself. It can also provide possibilities for all organizations to progress and produce their results in collaboration





with their partners. Students share knowledge obtained from the discussion in front of class.<sup>52</sup>

While implementing the Think Pair Share activity, the teacher may also invite students to write down their responses. Think, Pair, Share assists students in developing a conceptual understanding of a topic as well as the ability to comprehend alternative viewpoints.

## 12. The Advantages of TPS on Speaking

According to Lyman, TPS technique as one of the cooperative language learning models has some advantages. They are as follows:

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- a. The TPS technique makes classroom discussions more productive , as students have already had an opportunity to think about their ideas before sharing with the whole class.
- b. The TPS technique is quick and does not take much preparation time.
- c. Students are able to rehearse responses mentally and verbally , and all students have an opportunity to talk
- d. The TPS technique is applicable across all grade levels and class size.

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<sup>52</sup>Karunia,Eka Lestari.Mokhamad Ridwan Yudhanegara,*Penelitian Pendidikan Matematika*.(Bandung:PT.Refika Aditama),.hal.52

<sup>53</sup>Sapsuha,S,. & Bugis,R.2013. Think Pair Share Technique to Improve Students' Reading Comprehension. *Jurnal Jupiter*,13(2), 101-111

### 13. Concept of Technique

Anthony emphasizes the differences between approach, method, and technique in Richards and Rodgers. According to him, the approach is the level of theories, the technique is the language instruction plan that is consistent with the theories, and the methods are the means by which the method is carried out. To put it another way, the three are organized so that the approach is axiomatic, the method is procedural, and the technique is the implementation.<sup>54</sup>

#### B. Previous of the Related Findings

There are several previous research about Think Pair Share ,the first on the research is conducted by :

1. Based on RATEH AMBARWATI's be entitled the use of think pair share technique through picture to improve the students speaking skill(a classroom action research of the tenth grade student of SMK muhammadiyah 7 wonesegoro)based on the result ,the researcher on conclude that using think pair share technique through picture not only succesfull in improvinng students' speaaking skill but also succesfully built students' self-confidence it could be motivate the student to be more active in the class.
2. Based on VIVI VITASARI's be entitled Based on the findings, the researcher concluded that the process of teaching and learning speaking through Think-Pair-Share methodology was going smoothly

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<sup>54</sup>Jack C. Richards and Rodgers, *Approaches and methods in Language Teaching;* (Cambridge: Cambridge University Press, 2007).p.19 25A.g.BambangSetiyadi,Op.Cit.,

in the first semester of eighth grade at SMP negeri 1 tanjung sari south lampung in the 2015/2016 academic year. The students appeared to be supportive of the teaching and learning process. Furthermore, the instructor was able to effectively implement the TPS procedures for teaching speaking.

3. Based on ENDANG KUSRINI's be entitled teaching speaking for senior high school students using cooperative learning "think pair share" (at one of senior high school in purwekerto). The research findings suggest that pair share is more effective than presentation in teaching for senior high school students, based on the results of hypothesis testing.

There are several privilege of using think pair share : The benefit of this phase is that it allows pupils to help one another by cooperating in the solution of a problem, so improving their social quotient. Furthermore, Tsui claims that this phase can help overcome apprehensive pupils since they have the opportunity to practice their responses in small groups or pairs before being asked to speak in front of the entire class.<sup>55</sup>

According to researcher the excellence of this TPS can also encourage students to apply concepts by allowing them to share their opinions and thoughts with friends in order to reach an agreement on how to solve

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<sup>55</sup>Syafii, Muhammad Lukman. *Using the think pair share strategy to increase students' active involment and to improve their speaking ability IJEE (Indonesian Journal of English Education)*, 5(1), 2018, 62-80P-ISSN: 2356-1777, E-ISSN: 2443-0390| DOI: <http://dx.doi.org/10.15408/ijee.v5i1.7679>This is an open access article under CC-BY-SA license (<https://creativecommons.org/licenses/by-sa/4.0/>)Available online at IJEE (Indonesian Journal of English Education) Website: <http://journal.uinjkt.ac.id/index.php/ijee>

problems. Students will also be more engaged in learning because they will be completing their projects in groups.

## CHAPTER III

### METHODOLOGY OF THE RESEARCH

The research method, population and sample, research instrument, data collection procedure, and data analysis technique are all covered in this chapter.

#### A. Research Method

##### 1. Kind of the Research

The method that the researcher used in This research is quasi-experimental study. Cohen stated that a quasi-eksperimental design that two groups differed on theory post test scores altogether independently of any effect of  $x$ .<sup>56</sup> According to Sugiyono ,experimental research is a research methodology that is used to find out the influence of specific treatment against another in condition that occurs.<sup>57</sup> there are two classes in this research. Those are control class and experimental class.

The experimental group was given a pre-test, a treatment, and a post-test, while the control group was given merely a pre-test and a post-test using traditional methods in class. An experimental research analyses

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<sup>56</sup> Louis Cohen in Siti Marfuah, *Research Method in Education*, ( Francis : Taylor and Francis e-Library,2005), P.217

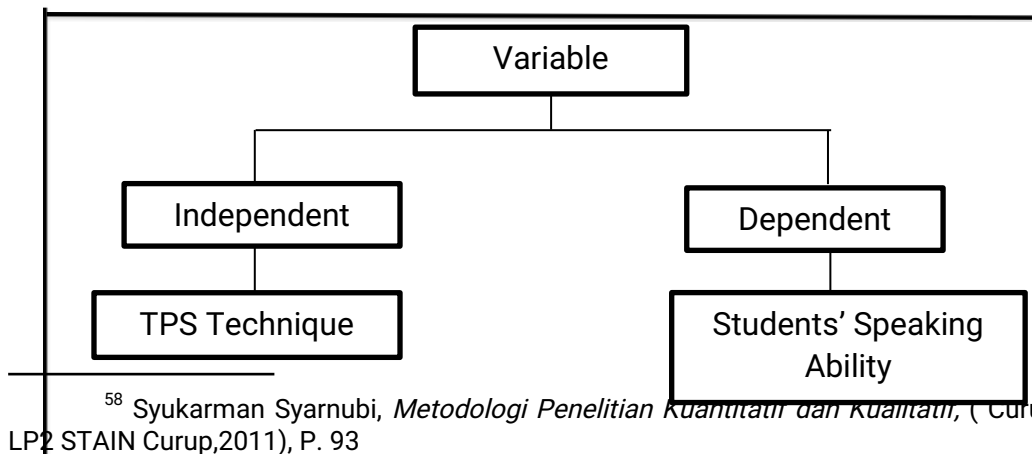
<sup>57</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif,Kualitatif,and R&D*,( Bandung:Alfabeta,2015)

the relation among two or more variables or it seeks the effect of one variable towards other variables. In other words, an experimental research has a predictive disposition.

This research possesses two variable. The first variable is called as independent variable and the second variable is as dependent variable. According to Arikunto, a variable is the object of the investigation or the subject of the research.<sup>58</sup> On other hand, Variable according to Ibnu Hajar, is an object of observation or a phenomenon observed by observation.<sup>59</sup> In this research independent variable is TPS technique. Wheares, the dependent variable is the variable whose value influenced by independent variable. In this research dependent variable is students' speaking ability. The figure below shows the variable of this research clearly :

Table 4

Variable of The Research



<sup>58</sup> Syukarman Syarnubi, *Metodologi Penelitian Kuantitatif dan Kualitatif*, (Curup: LP2 STAIN Curup,2011), P. 93

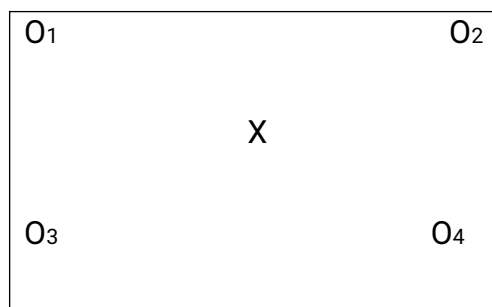
<sup>59</sup> *Ibid*

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## 2. Research Design

Because this study compared two courses in a non-equivalent comparison group design, it used a quasi experimental design. In this study, there are two groups to choose from: experimental and control groups.. Experimental group indicates the class given the treatment of The TPS technique is a technique that is used to create aThe control group, on the other hand, refers to a class that has been subjected to traditional teaching techniques that are typically used by the teacher. After the therapy, the experimental group was given a pre-test and a post-test., same as control group. Then, the scores of post test contrasted with the scores of pre test on the data analysis step to acquire the real result of reseach.

Table 5  
Experimental Design



(Source : Sugiyono,2015)<sup>60</sup>

The pre-test and post-test could be represented based on Sugiyono's

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<sup>60</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif,Kualitatif,dan R&D*,( Bandung: Alfabeta,2015), P.116

theory as follows :

O<sub>1</sub> : Pre-Test of experimental group

O<sub>3</sub> : Pre-Test of control group

O<sub>2</sub> : Post-Test of experimental group

O<sub>4</sub> : Post-Test of control group

X : Treatment

## B. Population and Sample

### 1. Population

According to Frankell, a population is a group to which the study's researcher must apply.<sup>61</sup> The population in this research is all the students in the second year of SMKN 01 Curup in 2020/2021 academic year. the number of population is 524 the number of the population can be seen on the table below :

Table 6

The Number of The population

| NO | Class         | Male | Female | Total |
|----|---------------|------|--------|-------|
| 1  | T.Pembangunan | 54   | 9      | 63    |
| 2  | TITL          | 88   | 8      | 96    |

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<sup>61</sup>Jack ,R. Frankell. and Mormale Wallen ,*How Design and Evaluate Research in Education* ,Mc ,grow Hill ,International Edition,P.78

|              |               |            |           |            |
|--------------|---------------|------------|-----------|------------|
| 3            | TPTL          | 33         | 0         | 33         |
| 4            | T.Pemesinan   | 127        | 0         | 127        |
| 5            | T.Las         | 35         | 0         | 35         |
| 6            | T.Elektronika | 31         | 5         | 36         |
| 7            | TKJ           | 14         | 17        | 31         |
| 8            | TKR           | 35         | 0         | 35         |
| 9            | TSM           | 68         | 0         | 68         |
| <b>TOTAL</b> |               | <b>485</b> | <b>39</b> | <b>524</b> |

Source : SMK NEGERI 01 CURUP 2020/2021 Academic Year

## 2. Sample

Sample is a representative from the population that has large number, according to David, sample is a part of population from which we actually collect information.<sup>62</sup> The sample in this study referred to probability sample. Probability sample means that the members of population are given the same opportunity to be the sample.<sup>63</sup> The researcher used the cluster random sampling because the cluster

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<sup>62</sup> Moore, David. *The Basic Practice of Statistic*. (New York:Perdue University.1996)P.202

<sup>63</sup> Sugiyono, *Metode Penelitian Pendidikan* ,( Bandung: Alfabeta,2015), P.120



random sampling is more effective with larger number of clusters.<sup>64</sup>To get the sample in this study, the researcher choose. The sample in this study was X TKJ and X TEI because based on the mean scores of students' marks from students' ability test given by the english teacher on the last previously mid term semester examination.

The researcher selected The experimental group was X TKJ, and the control group was X TEI. The researcher used lucky spin application in deciding experiemental group and control group from both clases. For further information of sample's number can be seen in table below:

Table 7

The number of sample

| No | Class                          | Male | Female | Total |
|----|--------------------------------|------|--------|-------|
| 1  | Experiment<br>Group ( II TEI ) | 16   | 2      | 18    |
| 2  | Control Group ( II             | 7    | 11     | 18    |

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<sup>64</sup> Jack R.Frankell and Norman E. Wallen, *How To Design And Evaluate Research In Education*, ( New York: McGraw-Hill: 1932),P. 95

|                     |       |  |  |           |
|---------------------|-------|--|--|-----------|
|                     | TKJ ) |  |  |           |
| <b>Total sample</b> |       |  |  | <b>36</b> |

### 3. Homogeneity

According to Gay and Peter, homogeneous sampling is the process of selecting participants that are relatively similar in terms of exercise, perspective, or outlook. This results in a limited, homogeneous sample, which makes data collection and analysis easier.<sup>65</sup>

Homogeneous sampling is defined as the selection of participants who are relatively similar in terms of exercise, perspective, or outlook. This results in a restricted, homogeneous sample, which makes data collecting and analysis easier. The researcher determines the effect of each experiment separately and in combination using the mean of analysis sampler. The homogeneity becomes the instrument to measure students' homogenous ability. It was also done by midterm test .the researcher only took the test homogeneity score in all class in X class except X T.pembangunan, X TSM, X TKR, X T.LAS, X T.Mesin, and X TPTL because these class was taught by different english teacher . Researcher took data from the students' based on Midterm scores which were carried out online because the school is currently in a COVID-19 pandemic situation. So, reseacher and teacher cannot do a special speaking test for the students', only take a data on their english test scores.

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<sup>65</sup>Gay.L.r and Peter Airasan,Op Cit,P.139

For the homogeneity test, the researcher got the result that two classes had the homogenous score were X TKJ with the mean score 50,33 and X TEI with the mean score 52,92. The mean scores can be seen as on the table below:

Table 8

The Number of Homogeneity

| No | Class    | Mean Score |
|----|----------|------------|
| 1  | X TKJ    | 50,33      |
| 2  | X TEI    | 52,92      |
| 3  | X TITL 1 | 42         |
| 4  | X TITL 2 | 37,2       |

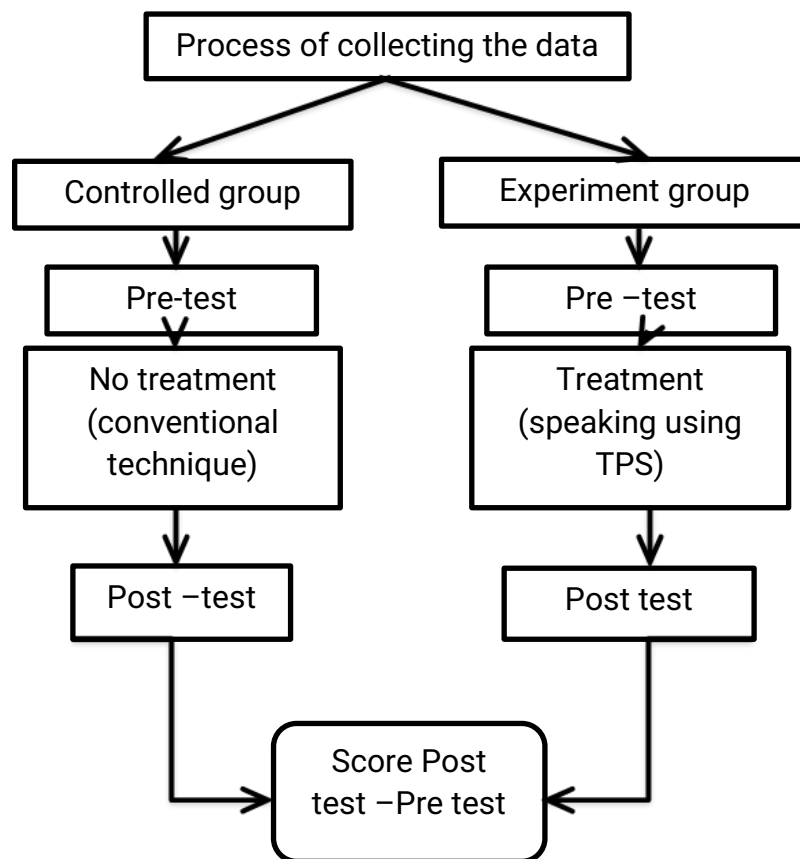
Based on the mean scores of class above, the researcher took two mean scores which were in the nearest amount in which, based on the table above, they are the mean scores possessed by X TKJ and X TEI. The table indicates that X TKJ and X TEI are the most appropriate classes which can be classified into the level of homogenous ability.

### C. Procedure of the Research

On the framework below, you can see how the research was conducted in both the experimental and control groups:

Table 9

Procedure of The Research



The diagram above shows how this research was carried out, including the procedures taken by the researcher to arrive at the final result. The processes in this research procedure, which included steps for both the experimental and control groups, can be seen below:

## 1. Procedure in control group

In control group, the researcher used the conventional technique without treatment. The processes were as follow for all materials :

### a. Pre-teaching activities

1. The teacher expresses his greetings to the students.
2. The teacher check students' attendance list
3. The material is chosen by the teacher.

### b. While activities

1. The teacher give one topic about recount text
2. The teacher introduced the material of the lesson in the class based of the theme on lesson planning
3. The teacher gave opportunities to the students to asking the material if there something they are not understood

### c. Post teaching activities

1. Teacher checking understanding the students
2. The teacher gave exercise to review the material by using their own language

## 2. Procedure in experimetal group

The procedure of activity in giving The approach utilized in this study for collecting data in the experimental group's classroom can be viewed as follows :

### a. Pre activities

1. The teacher extends a greeting to the students.



2. The teacher check students' attendance list

3. The teacher chooses the material

b. While activities

1. In the first ten minutes, the researcher presented and discussed the think pair share technique.

2. The researcher provided the students a sheet of paper with the theme of a speaking activity on it and encouraged them to think about it on their own.

3. The researcher divided the students into pairs and asked them to discuss their thoughts on the question and answer on their paper sheet with one another.

4. For 25 minutes, the researcher invited the students to write down their thoughts about the subject with the theme of speaking material in the answer sheet with a partner. each pair must be able to express their opinion regarding the given topic and they all have to identify and be able to describe it correctly.

c. Post activities

1. The teacher and students come to a conclusion regarding the teaching materials that have been discussed.

2. The teacher asks the students about difficulties that they faced while they are speaking and applying the skill.

#### **D. Techniques of Collecting Data**

The researcher's method of gathering data for this study is solely based on the test. The formulation of items to be analyzed to the study sample is known as a test. Where the sample characteristics are determined by the study's requirements. The data for this study was gathered by an oral test that was divided into two parts: pre-test and post-test.

##### **1. Pre – test**

Pre-test was given to the students before the teacher are teaching by using Think Pair Share Technique. The pre-test was given to the students in both groups, experimental and control group in SMKN 01 CURUP in 2020/2021 academic years. Before doing the Treatment , the students are given a pre-test with the purpose of knowing the student standard ability in speaking .

The form of pre test was arranged into the oral test format which taken based on syllabus which have given by researcher and taking score in pre test the researcher invited english teacher to give score to the students. In giving pre test, the reseacher used one meeting being out of time period for cultivating study treatment. The length of time use in giving pre test to every class is organize as long as 90 minutes ( 2 x 45 minutes ). Pre test had been provided to students on Saturday, 10<sup>th</sup> april 2021.

## 2. Treatment

Treatment is different condition under which experiental and control groups are put as usually.<sup>66</sup> In this research, the researcher did treatment to X TKJ as experimental group by using think pair share technique and X TEI as control group by using conventionl technique. The researcher conducted the treatment for 6 times. The schedule of treatment can be seen as follows :

Table 10

List of Treatment in Experimental Group

| Meeting | Experimental Group                             | Data                        |
|---------|--|-----------------------------|
| 1       | Pre- test( Speaking Performance ) :<br>Recount | April 10 <sup>th</sup> 2021 |
| 2       | TPS Techique : Recount text dialog             | April 15 <sup>th</sup> 2021 |
| 3       | TPS Techique : Recount text dialog             | April 19 <sup>th</sup> 2021 |
| 4       | TPS Techique : Recount text dialog             | April 22 <sup>nd</sup> 2021 |
| 5       | TPS Techique : Recount text dialog             | April 29 <sup>th</sup> 2021 |
| 6       | TPS Techique : Recount text dialog             | May 3 <sup>th</sup> 2021    |

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<sup>66</sup> C.R. Khthari, *Research Methodology Method and Technique*, ( India: New Age International Publisher,2004), P.35



|   |  |                           |
|---|--|---------------------------|
| 7 | TPS Techique : Recount text dialog               | May 6 <sup>th</sup> 2021  |
| 8 | Post- test ( Speaking Performance ) :<br>Recount | May 27 <sup>th</sup> 2021 |

Table 11

List of Teaching in Control Group

| Meeting | Control Group                                  | Data                        |
|---------|--|-----------------------------|
| 1       | Pre- test( Speaking Performance ) :<br>Recount | April 10 <sup>th</sup> 2021 |
| 2       | Conventional Techique : Recount text<br>dialog | April 17 <sup>th</sup> 2021 |
| 3       | Conventional Techique : Recount text<br>dialog | April 20 <sup>th</sup> 2021 |
| 4       | Conventional Techique : Recount text<br>dialog | April 24 <sup>nd</sup> 2021 |
| 5       | Conventional Techique : Recount text<br>dialog | April 30 <sup>th</sup> 2021 |

|   |  |                           |
|---|--|---------------------------|
| 6 | Conventional Techique : Recount text<br>dialog   | May 4 <sup>th</sup> 2021  |
| 7 | Conventional Techique : Recount text<br>dialog   | May 8 <sup>th</sup> 2021  |
| 8 | Post- test ( Speaking Performance ) :<br>Recount | May 27 <sup>th</sup> 2021 |

### 3. Post test

After doing the treatment to the students as sample for period of experiement,the post-test administered. The post-test was speaking test. The test was administered by the researcher, The students should demonstrate their abilities to talk based on the theme/material and the time set by the researcher. The score was got from the post-test was be used as the data in this research.the changes of students' ability were known from the result of testing in the post-test. The form of post test was arranged into the oral test format which taken based on syllabus which have given by researcher and taking score in post test the researcher invited english teacher to give score to the students. The length of time use in giving post test to every class is organize as long as 90 minutes ( 2 x 45 minutes ). The post test was given on Wednesday, 27<sup>th</sup> 2021 in control group and experimental group.

## E. Research Instruments

Instruments are the tools that are used to acquire data or information.<sup>67</sup> In addition, that instrument of collecting of data is the tool that chooses and the using by researcher in activity to collect the data that activity as systematic and easier. Instrument in this research is speaking test. the materials which was used in experiment class and control class is include the topic on the main topic of syllabus namely recount text diualog. Researcher choose the recount as on the table below :

Table 12

Topic of Recount

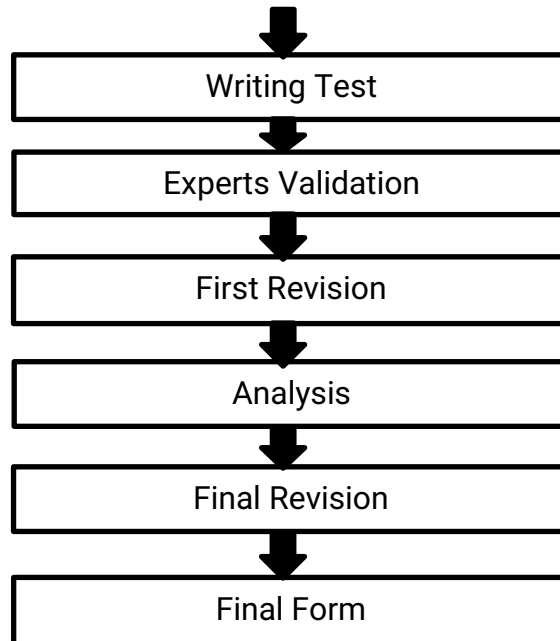
| No | Matter              | Date                        |
|----|---------------------|-----------------------------|
| 1  | Personal Experience | April 15 <sup>th</sup> 2021 |
| 2  | Biographical        | April 19 <sup>th</sup> 2021 |
| 3  | Holidays            | April 22 <sup>th</sup> 2021 |
| 4  | Embrassing Day      | April 29 <sup>th</sup> 2021 |
| 5  | Patriots            | May 3 <sup>th</sup> 2021    |
| 6  | Funniest Experience | May 6 <sup>th</sup> 2021    |

There were several steps that the researcher did in developing and constructing the instrument of the research. The frame work of the

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<sup>67</sup>M.Toha A Blueprint / Test Content of Inductive Teaching Technique in Improving (IN Curup ).

instrument is presented in figure below :



( adopted from

sulistyo,2002)<sup>68</sup>

### 1. Writing Blueprint

In developing and constructing the instrument the researcher prepared the blueprint of the instrument. The blueprint test described about planning a test before constructing the instrument. The blueprint or test content specification consisted of some points ; identifying syllabus, determining the objective of the test, kind of test. it was a guideline in writing a test. generally, it consisted of what skill of a language being tested, the basic competence to be reached, and the item indicator based on the basic competence and the topic of the test.

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<sup>68</sup> Sulistyo in Endang Saputra, *The Effect of Learning Circle in Improving Students' Speaking Ability*, (Curup : STAIN Curup,2014) P. 72

Identifying syllabus is important because it is related to ensure the content validity. The test must measure what have to be measured based on the curriculum .

## 2. Creating( writing ) the Test

After finishing the blueprint, the researcher required to write the test items.The speaking test was developed to assess pupils' ability to communicate.The test instructions were made explicit to make it easier for students to understand the test instructions.

## 3. Experts Validation

After constructing the blueprint and writing the test, the test was validated by expert validation.the expert validation is an expert in speaking subject.in this study the expert validation is the profesional lecturer in IAIN Curup, she is Mrs.Nasiti M.Pd and the second expert validation is the profesional english teacher in SMKN Curup, she is Ma'am Widya S.Pd. the researcher gave the speaking test to expert validation to get the comments and feedbacks.

## 4. First Revision

The purpose of first revision was to evaluate test whether there was a test or some points that had to be revised. The researcher revised the test based on the expert validation suggestions. After the expert validation correct the test was made by the researcher, and then the reseacher revised the test based on the suggestion from the expert.

## 5. Analyzing the Test Validity

Validity is very important in the test. In measuring the skill or knowledge, the test measures appropriately the skill or knowledge. There are some basic requirements of validity of a test which should be attached, construct validity and content validity. To know whether the score obtained from the test is valid or not, validity evidence can be obtained from the test used. In writing the test, the researcher made the test conform to the topic as well. To ensure the content validity of the test used in this research, a blueprint of the test had previously been made by the researcher before constructing the test.

## 6. Final Revision

The final revision was to improve the test after analyzing the test after the expert validation. Correcting the test was made by the researcher.

## 7. Final Form

The final form was the test, it used to try out the test aimed at producing the requirement data with relatively valid instrument. The researcher has discussed with 3 English teachers in the field of the study at SMK Curup that Try Out activities for students of SMKN 1 Rejang Lebong are still carried out only in 2 different classes while still paying attention to the COVID-19 health protocol. Because, at this time the school policy for all students is still in the online or online Learning system ( DARING ) only half of students' are allowed to come to school



(divided into 2 shifts), this test question is considered valid and according to the abilities of the students at the school. Because the questions that the researcher made were not much different from the material in class X which had been taught last month so that the existing scores became the reference for the teachers and the researcher.

After being able to determine a homogeneity class, the researcher can provide research instruments in the form of pre – test and post – test in two different classes. As for below, the form of pre – test and post – test questions that have been validated :

Table 13

The Form of Research Instrument

| Instructions   | Question Form  |
|--|--|
| <p>Petunjuk pengisian :</p> <p>1.Instrumen ini adalah alat yang digunakan untuk mengetahui kemampuan berbicara adik-adik sebelum penerapan Think Pair Share Technique dalam keterampilan berbicara ( students' speaking ability ) di sekolah anda.</p> <p>2.Hasil tes ini tidak akan</p> | <p><b>Pre – test</b></p> <p>Make short dialogues in pairs using english with the theme “ valuable experience during the holidays at the beginning of the new year 2021 “. Each students' can make at least 3 lines of dialogue sentences . then present your work in front of your</p> |

|  |  |
|--|--|
| <p>mempengaruhi nilai adik-adik dalam mata pelajaran Bahasa Inggris karena hasil tes ini semata mata digunakan untuk perihal kepentingan penelitian.</p>   | <p>friends in the class !</p>  |
| <p>3. Atas partisipasi, dukungan, dan kerjasamanya peneliti mengucapkan terima kasih</p> <p>4. Isilah identitas anda sesuai dengan kotak yang disediakan</p> <p>5. Dalam pengerjaan test , anda diperbolehkan membuka kamus untuk membantu tambahan kosakata kalian.</p> <p>6. Anda diberikan waktu selama 20 menit untuk mengerjakan test ini</p> <p>7. Selamat mengerjakan !</p> | <p style="text-align: center;"><b>Post - Test</b></p> <p>Make short dialogues in pairs using english with the theme " Unforgettable experience during Eid Al-Fitr in 2021 ". Each students' can make at least 5 lines of dialogue sentences . Then present your work in front of your friends in the class !</p> |

## F. Validity and Reliability

### a. Validity of test

To determine whether the tests utilized (homogeneity test, pre-test,





and post-test) are valid. The validity of a test is used by the researcher because a test is said to be valid if it accurately measures what it is designed to measure..<sup>69</sup> In order to determine the test's validity, the researcher used the Pearson formula, which is as follows:

$$r_{xy} = \frac{\sum XY}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

Where :

R : Validity of the instrument

X : Result in the experiment group

Y : Result in the control group<sup>70</sup>

The result of validity of test below :

$$r_{xy} = \frac{\sum XY}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

$$r_{xy} = \frac{100704}{\sqrt{(96848)(111992)}}$$

$$r_{xy} = \frac{100704}{\sqrt{10846201216}}$$

$$r_{xy} = \frac{100704}{104145}$$

$$r_{xy} = 0,96 \text{ ( Highest )}$$

## b. Reliability of the Test

<sup>69</sup>Arthur Hunges,Op.Cit,P.22

<sup>70</sup>Sumarna, Suparta . *Analisis Validitas,Realibilitas dan Interpretasi Hasil Tests*.Rosda Bandung :2004,P.6

The test's reliability must be measured when gathering data. The reliability test is used to evaluate the homogeneity test, pre-test, and post-test. A good data collection instrument will be dependable if it can deliver consistent results to the test or if the researcher employs the reliability formula. The reliability test is being performed twice. The following are the procedures for the tests:

1. Giving the test
2. Scoring the test
3. Giving retest in the similar condition with the first test
4. Scoring the retest
5. Comparing the test by using the formula, the researcher uses the formula of reliability that is Spearman Brown as follow:

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\} \{N(\sum Y^2) - (\sum Y)^2\}}}$$

Where :

r : Instrument validity

X : Score in Experiment group

Y : Score in control group

N : Number of students in a group.<sup>71</sup>

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\} \{N(\sum Y^2) - (\sum Y)^2\}}}$$

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<sup>71</sup> Anas, Sudijono. *Pengantar Evaluasi Pendidikan*. Rajawali press, Jakarta: 1998, P.219

$$r = \frac{20(100704)-(1356)(1488)}{\sqrt{\{20(96848)-(1356)^2\}\{20(111992)-(1488)^2\}}}$$

$$r = \frac{2014080-2017728}{\sqrt{98224 \times 25696}}$$

$$r = \frac{-3648}{50239}$$

$$r = 0,72 \text{ ( High )}$$

After doing reliability of the test , the item of the test can use in pre test and post test because the item have been measured in tested before .

Table 14

Coefficient Correlation of Product Moment

| Correlation Mark | Meaning |
|------------------|---------|
| 0,800-1,000      | Highest |
| 0,600-0,800      | High    |
| 0,400-0,600      | Enough  |
| 0,200-0,400      | Low     |
| 0,000-0,200      | Lowest  |

### G. Technique of Data Analysis

The reseacher also analyzed the technique of data analysis examined the result of the data test. the data form the pre test and post test were analyzed to find out whether the results of the test were similar of

different. Then, the data from pre test and post test were analyzed by employing these formulas :

### 1. Mean Score

The researcher used the mean score formulas from sudjana below to calculate the mean score of the pre- and post-test results in the control group:<sup>72</sup>

$$M = \frac{\sum y}{N}$$

Where :

M : Mean score of control group

$\sum y$  : The sum of students scores in control group

N : The total number of students in the control group

In addition, the researcher used the formula from Sudjana to calculate the mean score of the before and post test results in the experimental group.<sup>73</sup>

$$M = \frac{\sum x}{N}$$

Where :

M : Mean score of experimental group

$\sum x$  : The sum of students scores in experimental group

N : The total number of students in the control group

### 2. Standard Deviation

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<sup>72</sup> Sudjana in Fajar Bagus Tiadi, *Pengaruh Pendekatan Bermain Dalam Meningkatkan Teknik Passing Pendek*,( Jakarta: Universitas Pendidikan Indonesia, 2013).P. 39

<sup>73</sup> *Ibid*, P.39

The researcher used the formula from Sudjana to calculate the standard deviation of scores when conducting the study at the control group:<sup>74</sup>

$$SD_Y = \sqrt{\frac{(Y-y)^2}{N-1}}$$

Where :

$SD_Y$  : Standard deviation of control group

$Y$  : Score of control group

$y$  : Mean score of control group

$N$  : The total number of students in the control group

In addition, to acquire the standard deviation of scores in conducting the study at experimental group, the researcher Used the formula from sudjana below :<sup>75</sup>

$$SD_x = \sqrt{\frac{(X-x)^2}{N-1}}$$

Where :

$SD_x$  : Standard deviation of experimental group

$X$  : Score of experimental group

$x$  : Mean score of experimental group

$N$  : The total number of students in the control group

### 3. Hypothesis Testings

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<sup>74</sup> *Ibid*, P.39

<sup>75</sup> *Ibid*, P.39

The researcher used a statistical formula, such as sudjana's below, to test the hypothesis he devised previously :<sup>76</sup>

$$t = \frac{M_x - M_y}{\sqrt{\frac{S_x^2}{N_x} + \frac{S_y^2}{N_y}}}$$

Where :

t : t-test

M<sub>x</sub> : Post-test mean score in the experimental group

M<sub>y</sub> : Post-test mean score in the control group

S<sub>x</sub> : Standard deviation of the experimental group's post-test results

S<sub>y</sub> : Standard deviation of the control group's post-test results

N<sub>x</sub> : The total number of students in the experimental group

N<sub>y</sub> : The total number of students in the control group

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<sup>76</sup> *Ibid*, P.42

## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter, the researcher provides findings of the conducted research. The findings consist of the pre test calculation of students' speaking ability before the treatment is done and post test calculation of students' speaking ability both conventional technique and TPS technique. Also the researcher does calculation of the data as the basis of the discussion for this thesis.

#### A. Findings

##### 1. Students' Speaking Ability Before They are Taught Using TPS Technique

###### a. Pre- test in control group

The pre test is a kind of the test used in this research to know the students' speaking ability in control group and teaching with using conventional technique, habitual teaching technique commonly applied by the English teacher are implemented. Based on the test, below are the pre test result :

Table 15

The Scores Of Students' Pre-test in Control Group

| No | Students' Code | Y  | Y     | Y - y | (Y - y) 2 |
|----|----------------|----|-------|-------|-----------|
| 1  | student 1      | 48 | 40,27 | 7,73  | 59,7529   |
| 2  | student 2      | 40 | 40,27 | -0,27 | 0,0729    |
| 3  | student 3      | 41 | 40,27 | 0,73  | 0,5329    |

|              |            |            |       |        |                 |
|--------------|------------|------------|-------|--------|-----------------|
| 4            | student 4  | 30         | 40,27 | -10,27 | 105,4729        |
| 5            | student 5  | 25         | 40,27 | -15,27 | 233,1729        |
| 6            | student 6  | 45         | 40,27 | 4,73   | 22,3729         |
| 7            | student 7  | 45         | 40,27 | 4,73   | 22,3729         |
| 8            | student 8  | 45         | 40,27 | 4,73   | 22,3729         |
| 9            | student 9  | 45         | 40,27 | 4,73   | 22,3729         |
| 10           | student 10 | 30         | 40,27 | -10,27 | 105,4729        |
| 11           | student 11 | 25         | 40,27 | -15,27 | 233,1729        |
| 12           | student 12 | 49         | 40,27 | 8,73   | 76,2129         |
| 13           | student 13 | 44         | 40,27 | 3,73   | 13,9129         |
| 14           | student 14 | 48         | 40,27 | 7,73   | 59,7529         |
| 15           | student 15 | 30         | 40,27 | -10,27 | 105,4729        |
| 16           | student 16 | 49         | 40,27 | 8,73   | 76,2129         |
| 17           | student 17 | 45         | 40,27 | 4,73   | 22,3729         |
| 18           | student 18 | 41         | 40,27 | 0,73   | 0,5329          |
| <b>Total</b> |            | <b>725</b> |       |        | <b>1181,612</b> |

From the average above, research find the means score below :

1) Mean Score

$$M = \frac{\sum y}{N}$$

$$M = \frac{725}{18}$$



$$M = 40,27$$

## 2) Standard Deviation

$$N = 18$$

$$\Sigma y = 725$$

$$\Sigma y = 40,27$$

$$\Sigma(Y-y) = 1181,612$$

$$S = .. ?$$

$$SD_Y = \sqrt{\frac{(Y-y)^2}{N-1}}$$

$$SD_Y = \sqrt{\frac{1181,612}{18-1}}$$

$$SD_Y = \sqrt{\frac{1181,612}{17}}$$

$$SD_Y = \sqrt{69,506}$$

$$SD_Y = 8,3$$

The highest, lowest, total, and mean scores from both groups are obtained as a consequence of the pre-test. To facilitate the calculation of the score obtained the researcher presents the calculation in the following table :

Table 16

Pre- Test Result of Control Group

| Group   | Highest Score | Lowest Score | Total Score | Mean Score | Standard Deviation |
|---------|---------------|--------------|-------------|------------|--------------------|
| Control | 49            | 25           | 725         | 40,27      | 8,3                |

From the table above, it showed that in control group the result calculation of 18 students' scores in pre-test in control group proves that they possess the mean score as 40,27 and the standard deviation that was found out has the degree score as 8,3 . From the result, the highest score in the control group was 49 and the lowest score was 25. Based on the result of mean score 40,27 and see the scale classification as a guidance assessment ( 0-40 ) so 40,27 is poor.

b. Pre –test in experimental group

The result of pre test can be viewed on the table below :

Table 17

The Scores of Students' Pre Test in Experimental Group

| No | Students' Code | X  | X     | X - x  | ( X -x ) 2 |
|----|----------------|----|-------|--------|------------|
| 1  | student 1      | 42 | 39,77 | 2,23   | 4,9729     |
| 2  | student 2      | 29 | 39,77 | -10,77 | 115,9929   |
| 3  | student 3      | 62 | 39,77 | 22,23  | 494,1729   |
| 4  | student 4      | 49 | 39,77 | 9,23   | 85,1929    |
| 5  | student 5      | 48 | 39,77 | 8,23   | 67,7329    |
| 6  | student 6      | 44 | 39,77 | 4,23   | 17,8929    |
| 7  | student 7      | 44 | 39,77 | 4,23   | 17,8929    |

|              |            |            |       |        |                 |
|--------------|------------|------------|-------|--------|-----------------|
| 8            | student 8  | 32         | 39,77 | -7,77  | 60,3729         |
| 9            | student 9  | 36         | 39,77 | -3,77  | 14,2129         |
| 10           | student 10 | 44         | 39,77 | 4,23   | 17,8929         |
| 11           | student 11 | 29         | 39,77 | -10,77 | 115,9929        |
| 12           | student 12 | 38         | 39,77 | -1,77  | 3,1329          |
| 13           | student 13 | 41         | 39,77 | 1,23   | 1,5129          |
| 14           | student 14 | 34         | 39,77 | -5,77  | 33,2929         |
| 15           | student 15 | 30         | 39,77 | -9,77  | 95,4529         |
| 16           | student 16 | 48         | 39,77 | 8,23   | 67,7329         |
| 17           | student 17 | 28         | 39,77 | -11,77 | 138,5329        |
| 18           | student 18 | 38         | 39,77 | -1,77  | 3,1329          |
| <b>total</b> |            | <b>716</b> |       |        | <b>1355,112</b> |

To know the standard deviation, researcher must look for the quadrate of score. To make it easier, researcher made the table .

1) Mean Score

$$M = \frac{\sum x}{N}$$

$$M = \frac{716}{18}$$

$$M = 39,77$$

2) Standard Deviation

$$N = 18$$

$$\sum x = 716$$

$$\sum x = 39,77$$

$$\sum (X-x) = 1335,112$$

$$S = .. ?$$

$$SD_x = \sqrt{\frac{(X-x)^2}{N-1}}$$

$$SD_x = \sqrt{\frac{1335,112}{18-1}}$$

$$SD_x = \sqrt{\frac{1335,112}{17}}$$

$$SD_x = \sqrt{78,536}$$

$$SD_x = 8,9$$

The highest, lowest, total, and mean scores from both groups are obtained as a consequence of the pre-test. To facilitate the calculation of the score obtained the researcher presents the calculation in the following table :

Table 18

Pre- Test Result of Experiemental Group

| Group        | Highest Score | Lowest Score | Total Score | Mean Score | Standard Deviation |
|--------------|---------------|--------------|-------------|------------|--------------------|
| Experimental | 62            | 28           | 716         | 39,77      | 8,9                |

From the table above, it showed that in experimental group the result calculation of 18 students' scores in pre-test in experimental

group proves that they possess the mean score as 39,77 and the standard deviation that was found out has the degree score as 8,9 . From the result, the highest score in the experimental group was 62 and the lowest score was 28. Based on the result of mean score 39,77 and see the scale classification as a guidance assessment ( 0-40 ) so 39,77 is poor.

Each pre-test score from the control class and experimental class has been obtained and the average calculated, so the researcher wants to see whether the two classes in the pre -test section have significant results or not. For further information about t test calculation can be found in the table below :

Table 19

Data Analysis of Pre test in Control Group and Experimental Group

| No | Students' Code | Control Group |       |        |           | Experimental Group |       |        |          |
|----|----------------|---------------|-------|--------|-----------|--------------------|-------|--------|----------|
|    |                | Y             | y     | Y - y  | (Y - y) 2 | X                  | X     | X-x    | (X -x) 2 |
| 1  | student 1      | 48            | 40,27 | 7,73   | 59,7529   | 42                 | 39,77 | 2,23   | 4,9729   |
| 2  | student 2      | 40            | 40,27 | -0,27  | 0,0729    | 29                 | 39,77 | -10,77 | 115,9929 |
| 3  | student 3      | 41            | 40,27 | 0,73   | 0,5329    | 62                 | 39,77 | 22,23  | 494,1729 |
| 4  | student 4      | 30            | 40,27 | -10,27 | 105,4729  | 49                 | 39,77 | 9,23   | 85,1929  |
| 5  | student 5      | 25            | 40,27 | -15,27 | 233,1729  | 48                 | 39,77 | 8,23   | 67,7329  |
| 6  | student 6      | 45            | 40,27 | 4,73   | 22,3729   | 44                 | 39,77 | 4,23   | 17,8929  |
| 7  | student 7      | 45            | 40,27 | 4,73   | 22,3729   | 44                 | 39,77 | 4,23   | 17,8929  |

|              |            |            |       |        |                 |            |       |        |                 |
|--------------|------------|------------|-------|--------|-----------------|------------|-------|--------|-----------------|
| 8            | student 8  | 45         | 40,27 | 4,73   | 22,3729         | 32         | 39,77 | -7,77  | 60,3729         |
| 9            | student 9  | 45         | 40,27 | 4,73   | 22,3729         | 36         | 39,77 | -3,77  | 14,2129         |
| 10           | student 10 | 30         | 40,27 | -10,27 | 105,4729        | 44         | 39,77 | 4,23   | 17,8929         |
| 11           | student 11 | 25         | 40,27 | -15,27 | 233,1729        | 29         | 39,77 | -10,77 | 115,9929        |
| 12           | student 12 | 49         | 40,27 | 8,73   | 76,2129         | 38         | 39,77 | -1,77  | 3,1329          |
| 13           | student 13 | 44         | 40,27 | 3,73   | 13,9129         | 41         | 39,77 | 1,23   | 1,5129          |
| 14           | student 14 | 48         | 40,27 | 7,73   | 59,7529         | 34         | 39,77 | -5,77  | 33,2929         |
| 15           | student 15 | 30         | 40,27 | -10,27 | 105,4729        | 30         | 39,77 | -9,77  | 95,4529         |
| 16           | student 16 | 49         | 40,27 | 8,73   | 76,2129         | 48         | 39,77 | 8,23   | 67,7329         |
| 17           | student 17 | 45         | 40,27 | 4,73   | 22,3729         | 28         | 39,77 | -11,77 | 138,5329        |
| 18           | student 18 | 41         | 40,27 | 0,73   | 0,5329          | 38         | 39,77 | -1,77  | 3,1329          |
| <b>Total</b> |            | <b>725</b> |       |        | <b>1181,612</b> | <b>716</b> |       |        | <b>1355,112</b> |

1) Standard Deviation of Pre test in control group

N= 18

$$\sum y = 725$$

$$\sum y = 40,27$$

$$\sum (Y-y)^2 = 1181,612$$

$$S = .. ?$$

$$SD_Y = \sqrt{\frac{(Y-y)^2}{N-1}}$$

$$SD_Y = \sqrt{\frac{1181,612}{18-1}}$$

$$SD_Y = \sqrt{\frac{1181,612}{17}}$$

$$SD_Y = \sqrt{69,596}$$

$$SD_Y = 8,3$$

## 2) Standard Deviation of Pre test in Experimental Group

$$N = 18$$

$$\sum x = 716$$

$$\sum x = 39,77$$

$$\sum (X-x)^2 = 1355,112$$

$$S = .. ?$$

$$SD_x = \sqrt{\frac{(X-x)^2}{N-1}}$$

$$SD_x = \sqrt{\frac{1355,112}{18-1}}$$

$$SD_x = \sqrt{\frac{1355,112}{17}}$$

$$SD_x = \sqrt{78,536}$$

$$SD_x = 8,9$$

### 3) The " t " Calculation

$$M_x = 39,77$$

$$M_y = 40,27$$

$$S_x = 8,9$$

$$S_y = 8,3$$

$$N_x = 18$$

$$N_y = 18$$

$$t = \dots?$$

$$t = \frac{M_x - M_y}{\sqrt{\frac{S_x^2}{N_x} + \frac{S_y^2}{N_y}}}$$

$$t = \frac{39,77 - 40,27}{\sqrt{\frac{8,9^2}{18} + \frac{8,3^2}{18}}}$$

$$t = \frac{-0,5}{\sqrt{\frac{79,21}{18} + \frac{68,89}{18}}}$$

$$t = \frac{-0,5}{\sqrt{\frac{148,1}{18}}}$$

$$t = \frac{-0,5}{\sqrt{8,2277}}$$

$$t = \frac{-0,5}{2,9}$$

$$t = -0,17$$

$$t = 0,17$$



$$t\text{-test} = 0,17$$

$$t\text{-table} = t_{N1} + t_{N2-2}$$

$$= 18+18-2$$

$$= 34$$

$$t_{34} = 2,032 \text{ ( 5 \% significance)}$$

Based on the explanation above, it shows that the t-table is higher than t-test ( t-table =2,032 > t-test = 0,17 ). It means that the scores of pre test are not significantly different. This data show the emphasize that the experimental and control groups are homogeneity

## 2. Students' Speaking Ability After They are Taught Using TPS Technique

### a. Post – test in control group

In this study, the researcher given the post test in control group after the teacher implied the conventional method.the result of post test can be viewed on the table below :

Table 20

The Scores of Students' Post test in control group

| No | Students' Code | Y  | y     | Y - y  | (Y - y) <sup>2</sup> |
|----|----------------|----|-------|--------|----------------------|
| 1  | student 1      | 53 | 73,22 | -20,22 | 408,8484             |
| 2  | student 2      | 69 | 73,22 | -4,22  | 17,8084              |
| 3  | student 3      | 60 | 73,22 | -13,22 | 174,7684             |

|              |            |             |       |        |                 |
|--------------|------------|-------------|-------|--------|-----------------|
| 4            | student 4  | 77          | 73,22 | 3,78   | 14,2884         |
| 5            | student 5  | 79          | 73,22 | 5,78   | 33,4084         |
| 6            | student 6  | 87          | 73,22 | 13,78  | 189,8884        |
| 7            | student 7  | 80          | 73,22 | 6,78   | 45,9684         |
| 8            | student 8  | 79          | 73,22 | 5,78   | 33,4084         |
| 9            | student 9  | 73          | 73,22 | -0,22  | 0,0484          |
| 10           | student 10 | 69          | 73,22 | -4,22  | 17,8084         |
| 11           | student 11 | 65          | 73,22 | -8,22  | 67,5684         |
| 12           | student 12 | 81          | 73,22 | 7,78   | 60,5284         |
| 13           | student 13 | 90          | 73,22 | 16,78  | 281,5684        |
| 14           | student 14 | 68          | 73,22 | -5,22  | 27,2484         |
| 15           | student 15 | 75          | 73,22 | 1,78   | 3,1684          |
| 16           | student 16 | 83          | 73,22 | 9,78   | 95,6484         |
| 17           | student 17 | 73          | 73,22 | -0,22  | 0,0484          |
| 18           | student 18 | 57          | 73,22 | -16,22 | 263,0884        |
| <b>Total</b> |            | <b>1318</b> |       |        | <b>1735,111</b> |

To know the standard deviation, researcher must look for the quadrate of score. To make it easier, researcher made the table .

1) Mean Score

$$M = \frac{\sum y}{N}$$

$$M = \frac{1318}{18}$$

$$M = 73,22$$

2) Standard Deviation

$$N = 18$$

$$\sum y = 1318$$

$$\sum y = 73,22$$

$$\sum(Y-y) = 1735,111$$

$$S = .. ?$$

$$SD_Y = \sqrt{\frac{(Y-y)^2}{N-1}}$$

$$SD_Y = \sqrt{\frac{1735,111}{18-1}}$$

$$SD_Y = \sqrt{\frac{1735,111}{17}}$$

$$SD_Y = \sqrt{102,065}$$

$$SD_Y = 10,10$$

The highest, lowest, total, and mean scores from both groups are calculated as a consequence of the post-test. To facilitate the calculation of the score obtained the researcher presents the calculation in the following table :

Table 21

Post- Test Result of Control Group

| Group   | Highest Score | Lowest Score | Total Score | Mean Score | Standard Deviation |
|---------|---------------|--------------|-------------|------------|--------------------|
| Control | 90            | 53           | 1318        | 73,22      | 10,10              |

From the table above, it showed that in control group the result calculation of 18 students' scores in post-test in control group proves

that they possess the mean score as 73,22 and the standard deviation that was found out has the degree score as 10,10 . From the result, the highest score in the control group was 90 and the lowest score was 53. Based on the result of mean score 73,22 and see the scale classification as a guidance assessment ( 71-85 ) so 73,22 is very good. The concluded the mean score only increased 32,95 point.

b. Post test in experimental group

The treatment was provided by the researcher eight times in this research. a pre-test was administered before the first treatment, and a post-test was given at the end of the treatment period. The post-test results are shown in the table below :

Table 22

The Scores of Students' Post Test in Experimental Group

| No | Students' Code | X   | X     | X - x | (X - x) <sup>2</sup> |
|----|----------------|-----|-------|-------|----------------------|
| 1  | student 1      | 80  | 81,83 | -1,83 | 3,3489               |
| 2  | student 2      | 79  | 81,83 | -2,83 | 8,0089               |
| 3  | student 3      | 100 | 81,83 | 18,17 | 330,1489             |
| 4  | student 4      | 97  | 81,83 | 15,17 | 230,1289             |
| 5  | student 5      | 89  | 81,83 | 7,17  | 51,4089              |
| 6  | student 6      | 83  | 81,83 | 1,17  | 1,3689               |
| 7  | student 7      | 83  | 81,83 | 1,17  | 1,3689               |

|              |            |             |       |        |               |
|--------------|------------|-------------|-------|--------|---------------|
| 8            | student 8  | 84          | 81,83 | 2,17   | 4,7089        |
| 9            | student 9  | 65          | 81,83 | -16,83 | 283,2489      |
| 10           | student 10 | 77          | 81,83 | -4,83  | 23,3289       |
| 11           | student 11 | 79          | 81,83 | -2,83  | 8,0089        |
| 12           | student 12 | 80          | 81,83 | -1,83  | 3,3489        |
| 13           | student 13 | 85          | 81,83 | 3,17   | 10,0489       |
| 14           | student 14 | 68          | 81,83 | -13,83 | 191,2689      |
| 15           | student 15 | 87          | 81,83 | 5,17   | 26,7289       |
| 16           | student 16 | 85          | 81,83 | 3,17   | 10,0489       |
| 17           | student 17 | 77          | 81,83 | -4,83  | 23,3289       |
| 18           | student 18 | 75          | 81,83 | -6,83  | 46,6489       |
| <b>Total</b> |            | <b>1473</b> |       |        | <b>1256,5</b> |

To know the standard deviation, researcher must look for the quadrate of score. To make it easier, researcher made the table .

1) Mean Score

$$M = \frac{\sum x}{N}$$

$$M = \frac{1256,5}{18}$$

$$M = 81,83$$

2) Standard Deviation

$$N = 18$$

$$\sum x = 1473$$

$$\sum x = 81,83$$

$$\sum (X-x) = 1256,5$$

$$S = .. ?$$

$$SD_x = \sqrt{\frac{(X-x)^2}{N-1}}$$

$$SD_x = \sqrt{\frac{1256,5}{18-1}}$$

$$SD_x = \sqrt{\frac{1256,5}{17}}$$

$$SD_x = \sqrt{73,911}$$

$$SD_x = 8,60$$

The goal of the post-test is to determine the highest, lowest, total, and mean scores from both groups. To facilitate the calculation of the score obtained the researcher presents the calculation in the following table :

Table 23

Post- Test Result of Experiemental Group

| Group        | Highest Score | Lowest Score | Total Score | Mean Score | Standard Deviation |
|--------------|---------------|--------------|-------------|------------|--------------------|
| Experimental | 100           | 65           | 1473        | 81,83      | 8,60               |

From the table above, it showed that in experimental group the result calculation of 18 students' scores in post-test in experimental

group proves that they possess the mean score as 81,83 and the standard deviation that was found out has the degree score as 8,60 . From the result, the highest score in the experimental group was 100 and the lowest score was 65. Based on the result of mean score 81,83 and see the scale classification as a guidance assessment ( 71-85 ) so 81,83 is very good. The concluded the mean score only increased 42,06 point

### 3. Significant Effect Of TPS Technique Toward Speaking Students' Ability

To examine the hypothesis, the researcher employed the t-test formula. The t-test was used to find whether the t obtained indicates a significant difference between the mean score groups, the experimental group and control group. Actually based on the data produced by both group, the reseacher has taken to certify TPS is effective in improving students speaking ability. Moreover , the calculation is steadily needed because it can more certainly decide whether hypothesis alternative can be accepted or not. For further information about t test calculation can be seen in following table below :

Table 24

Data Analysis of Post test in Control Group and Experimental Group

| No | Students' Code | Control Group |       |        |                      | Experimental Group |       |       |                      |
|----|----------------|---------------|-------|--------|----------------------|--------------------|-------|-------|----------------------|
|    |                | Y             | y     | Y - y  | (Y - y) <sup>2</sup> | X                  | X     | X - x | (X - x) <sup>2</sup> |
| 1  | student 1      | 53            | 73,22 | -20,22 | 408,8484             | 80                 | 81,83 | -1,83 | 3,3489               |

|    |               |    |       |        |          |     |       |            |          |
|----|---------------|----|-------|--------|----------|-----|-------|------------|----------|
| 2  | student 2     | 69 | 73,22 | -4,22  | 17,8084  | 79  | 81,83 | -2,83      | 8,0089   |
| 3  | student 3     | 60 | 73,22 | -13,22 | 174,7684 | 100 | 81,83 | 18,17      | 330,1489 |
| 4  | student 4     | 77 | 73,22 | 3,78   | 14,2884  | 97  | 81,83 | 15,17      | 230,1289 |
| 5  | student 5     | 79 | 73,22 | 5,78   | 33,4084  | 89  | 81,83 | 7,17       | 51,4089  |
| 6  | student 6     | 87 | 73,22 | 13,78  | 189,8884 | 83  | 81,83 | 1,17       | 1,3689   |
| 7  | student 7     | 80 | 73,22 | 6,78   | 45,9684  | 83  | 81,83 | 1,17       | 1,3689   |
| 8  | student 8     | 79 | 73,22 | 5,78   | 33,4084  | 84  | 81,83 | 2,17       | 4,7089   |
| 9  | student 9     | 73 | 73,22 | -0,22  | 0,0484   | 65  | 81,83 | -<br>16,83 | 283,2489 |
| 10 | student<br>10 | 69 | 73,22 | -4,22  | 17,8084  | 77  | 81,83 | -4,83      | 23,3289  |
| 11 | student<br>11 | 65 | 73,22 | -8,22  | 67,5684  | 79  | 81,83 | -2,83      | 8,0089   |
| 12 | student<br>12 | 81 | 73,22 | 7,78   | 60,5284  | 80  | 81,83 | -1,83      | 3,3489   |
| 13 | student<br>13 | 90 | 73,22 | 16,78  | 281,5684 | 85  | 81,83 | 3,17       | 10,0489  |
| 14 | student<br>14 | 68 | 73,22 | -5,22  | 27,2484  | 68  | 81,83 | -<br>13,83 | 191,2689 |
| 15 | student<br>15 | 75 | 73,22 | 1,78   | 3,1684   | 87  | 81,83 | 5,17       | 26,7289  |
| 16 | student<br>16 | 83 | 73,22 | 9,78   | 95,6484  | 85  | 81,83 | 3,17       | 10,0489  |



|              |               |             |       |        |                 |             |       |       |               |
|--------------|---------------|-------------|-------|--------|-----------------|-------------|-------|-------|---------------|
| 17           | student<br>17 | 73          | 73,22 | -0,22  | 0,0484          | 77          | 81,83 | -4,83 | 23,3289       |
| 18           | student<br>18 | 57          | 73,22 | -16,22 | 263,0884        | 75          | 81,83 | -6,83 | 46,6489       |
| <b>Total</b> |               | <b>1318</b> |       |        | <b>1735,111</b> | <b>1473</b> |       |       | <b>1256,5</b> |

1) Standard Deviation of Post test in control group

$$N = 18$$

$$\sum y = 1318$$

$$\sum y = 73,22$$

$$\sum (Y-y) = 1735,111$$

$$S = .. ?$$

$$SD_Y = \sqrt{\frac{(Y-y)^2}{N-1}}$$

$$SD_Y = \sqrt{\frac{1735,111}{18-1}}$$

$$SD_Y = \sqrt{\frac{1735,111}{17}}$$

$$SD_Y = \sqrt{102,065}$$

$$SD_Y = 10,10$$

2) Standard Deviation of Post test in Experimental Group

$$N = 18$$

$$\sum x = 1473$$

$$\sum x = 81,83$$

$$\sum (X-x) = 1256,5$$

$$S = .. ?$$

$$SD_x = \sqrt{\frac{(X-x)^2}{N-1}}$$

$$SD_x = \sqrt{\frac{1256,5}{18-1}}$$

$$SD_x = \sqrt{\frac{1256,5}{17}}$$

$$SD_x = \sqrt{73,911}$$

$$SD_x = 8,60$$

### 3) The " t " Calculation

$$M_x = 81,83$$

$$M_y = 73,22$$

$$S_x = 8,60$$

$$S_y = 10,10$$

$$N_x = 18$$

$$N_y = 18$$

$$t = \dots ?$$

$$t = \frac{M_x - M_y}{\sqrt{\frac{S_x^2}{N_x} + \frac{S_y^2}{N_y}}}$$

$$t = \frac{81,83 - 73,22}{\sqrt{\frac{8,60^2}{18} + \frac{10,10^2}{18}}}$$



$$t = \frac{8,61}{\sqrt{\frac{73,96}{18} + \frac{102,01}{18}}}$$

$$t = \frac{8,61}{\sqrt{\frac{175,97}{18}}}$$

$$t = \frac{8,61}{\sqrt{9,776}}$$

$$t = \frac{8,61}{3,13}$$

$$t = 2,750$$

$$t\text{-test} = 2,750$$

$$t\text{-table} = t_{N1} + t_{N2} - 2$$

$$= 18 + 18 - 2$$

$$= 34$$

$$t_{34} = 2,032 \text{ ( 5 \% significance)}$$

Based on the explanation above, it shows that the t-test is higher than t-table ( t-test =2,750 > t-table = 2,032 ). It means that the Ha is accepted and Ho is rejected. However the researcher concludes that TPS technique gives greater effect than conventional technique.

## B. Discussion

Efforts to improve process quality teaching and learning for students at every level of education it is necessary realized , in order to obtain resources quality indonesian people and can support national development.one of the efforts to increase the quality of the process and learning outcomes are use of teaching media in the process learn how to

teach. this attempt is wrong a learning facility arranged by the teacher in achieving learning objectives. The development of science and technology and changes in people's attitudes nowadays, the use of teaching media in teaching and learning activities is very important and has a high value in world of education, especially for improve the quality of processes and results learn better in school. Based on that fact knowledge about learning media into a field which must be understood and implemented by professional teacher.

Methods that are often used by teachers in teaching, namely the lecture method, this method is classified as a method conventional because the preparation is the most simple and easy, flexible without requires special preparation. according to Sriyono (1992) the lecture method is the teacher's expression and explanation orally. Where in practice the teacher can use teaching aids to clarify the description presented to his students. lecture method carried out with the steps as following :

1. Pray
2. Students attendance
3. The teacher gives an explanation preliminary
4. The teacher writes the theme on the whiteboard
5. The teacher explains some aspects of the big title
6. The teacher explains how to work, name components, and trouble shooting from the subtitles

## 7. The teacher gives practice questions

From these steps, there are some drawbacks for example when the teacher delivers the material, among others :

1. Lack of class mastery because of the teacher busy writing on the whiteboard
2. Bad writing causes lack of student interests in paying attention to lessons

From a presentation point of view, material presented to students in the form of a short dialogue developed through working in pairs can make it easier for students to understand what someone is the teacher said. because by using short dialogue in pairs students will be more interested in paying attention to the material being taught, the hope is that students will be more understand the material taught by the teacher.

The research was conducted at SMKN 1 RL , because this school is learning by using the TPS technique not much used. The teachers at the SMK are still using the lecture learning method conventional with the help of a whiteboard. The use of teaching methods that inappropriate will have an impact which is less than optimal for learning outcomes his students. Inadequate learning process effectiveness is a causative factor low learning outcomes so that researcher interested in using the TPS to optimize student learning outcomes.

Therefore , after knowing the steps of the english teacher in SMK

teaching using the lecture method , the researcher made observations in the classroom to see if there was pedback between students and teacher. And researcher also looked at student learning outcomes after the teacher applied teaching using lecture method in the class. Among them are students who feel bored and cannot express themselves when english class starts, their pronunciation is still a lot wrong, their grammar is also a lot that is messed up.so that's why the researcher tried to teach using a new technique namely TPS in english classes to see if the problems that existed when the teacher there used the leacture method that using TPS technique could improve students' weaknesses expecially in speaking.

According to the above explanation, the control class it wa taught by using conventional teaching technique. The mean score result from learning by using conventional teaching technique in control class increased from 40,27 to 73,22.it only increased 32,95 point and it could be said that was an increase score of the range score in control class. Based on the data above, the scala classification students speaking ability was very good ( 71-85) because there was an increasing score after they had learn with the conventional teaching technique.

On the other hand, the result of teaching learning process in experiment class, mean score which has taught by learning TPS technique also increased from 39,77 to 81,83. It increased 42,06 point and it could be seen that there was a significant effect of using TPS technique to improve students speaking ability because there was an increasing score. Based

on the data above, the scale classification students speaking ability was very good ( 71-85 ) because the mean score was higher than the score got the in the control class after they had learnt with different technique by using TPS technique. The students were more interested learning by using TPS technique, it is because the material connected with social issues or problems. It same with Frank Lyman and Associates' goal is to provide students "food for thought" on a certain issue so that they can establish their own opinions and share them with other students. "Think pair share technique can solve the students' problem in speaking skill," Lyman remarked.

Besides that, it is found that there is effect of TPS media in teaching. The students was devide to some pairs. The students worked and discussed together about the theme of material. They practice together and understand their charachter that they would play in front of class. Sometime , the students problems to speak in front of class are they afraid to speak wrong pronounciation and shy to speak in front of class. But , by using TPS technique the students was more confident and the level of students participation has increased like never before.

The students interacted, practiced, and enjoyed the theme because it happen in daily of life, so that students don't feel bored when speaking class starts. Besides that, students no longer have difficulty expressing their ideas to their friends in speaking and also the structure of language and pronounciation in their english field has also improved tremendously.

It is because TPS is a technique for exploring the conflicts and issues. It is appropriate with Brown and Yule's theory, there are two categories function of language, namely: Transactional function is emphasize in transfer information and interactional function is emphasize the language main purpose that defend social communication.

There was some reasons why the result of post test in experimental class increased based on Endang Kusriani, namely :

1. TPS gives students time to think about a problem/topic.
2. TPS improves students' oral communication by encouraging critical thinking and meaningful interaction.
3. TPS assists and promotes students as subjects of learning, as well as creating a democratic environment in which students are allowed to develop and present their arguments.

Based on explanation above, there any significant difference effect of TPS and conventional technique, it showed from the t- test is higher than t-table ( $t\text{-test} = 2,750 > t\text{-table} = 2,032$  ). It means that the  $H_a$  is accepted and  $H_o$  is rejected. The researcher discussed about the effect of using TPS technique on the students speaking ability at SMKN 1 Rejang Lebong as the population of the research. Based on the result of calculating score of both class, the experimental and control class above, it was found that there was a significant effect of using TPS on the students speaking ability. The result of calculation for the experiment class showed that they had higher score than the result of calculation for the control class. From



the explanation above, the result of the mean score in experiment class was higher than control class .

Finally, it can be stated that employing the TPS technique to teach speaking had a considerable impact on students' ability to communicate.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result in the previous chapter and after conduction the result of the treatments, the researcher concludes that :

1. The using traditional technique or conventional technique can depelov students' speaking ability. Although the score of this technique was worse than TPS technique. the mean score of this technique shows only 40,27 and 39,77. So , the mean score of control group higher than experimental group.
2. The using of TPS technique was better than conventional technique. It proved from the score in experimental group differs significantly from the students in control group. The mean score in experimental group was 73,22 and 81,33. It means that the score in experimental score

higher than control group.

Based on data above, the increasing of the score in control group is not higher than experimental group. It indicated that there was a significant different achievement by using TPS technique in teaching speaking ability than using conventional technique. Finally, it can be concluded that the using of TPS technique in teaching speaking ability has a greater contribution and a significant effect on students speaking ability. Based on the result of hypothesis that says “ there is a significant effect of using TPS technique on the students’ speaking ability of the second year students of SMKN 1 Rejang Lebong in 2020/2021 academic year “ is Accepted.

## **B. Suggestion**

Some suggestions may be advisable based on the result of research are :

1. One of the ways that can be used in developing students’ speaking ability except using of conventional technique is by changing the technique or making the technique in improving students speaking ability more various than before, so that the technique will not monotonous in every teaching learning process, one of them is using TPS technique.
2. The teacher should consider that TPS technique is one of the alternative techniques in developing students’ speaking ability , which make the the student enjoyable by using it.



3. The last, students as the actor in doing the tasks are suggested to learn and have understanding before doing the task. From the TPS technique , the teachers eager to invite students to speak up their understanding of the dialog text.

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| NO.               | The Scores Of Homogeneity |              |             |             |
|-------------------|---------------------------|--------------|-------------|-------------|
|                   | TKJ                       | TEI          | TITL 1      | TITL 2      |
| 1                 | 8                         | 24           | 0           | 0           |
| 2                 | 16                        | 28           | 16          | 12          |
| 3                 | 16                        | 28           | 20          | 16          |
| 4                 | 20                        | 32           | 24          | 20          |
| 5                 | 24                        | 36           | 24          | 24          |
| 6                 | 32                        | 40           | 24          | 24          |
| 7                 | 32                        | 44           | 24          | 28          |
| 8                 | 36                        | 45           | 28          | 28          |
| 9                 | 45                        | 48           | 28          | 28          |
| 10                | 45                        | 52           | 32          | 32          |
| 11                | 45                        | 52           | 32          | 36          |
| 12                | 45                        | 52           | 32          | 40          |
| 13                | 45                        | 56           | 36          | 48          |
| 14                | 45                        | 58           | 44          | 48          |
| 15                | 48                        | 58           | 44          | 52          |
| 16                | 48                        | 58           | 44          | 52          |
| 17                | 48                        | 60           | 44          | 60          |
| 18                | 56                        | 60           | 56          | 80          |
| 19                | 60                        | 62           | 56          | 80          |
| 20                | 64                        | 62           | 60          |             |
| 21                | 64                        | 62           | 60          |             |
| 22                | 64                        | 64           | 68          |             |
| 23                | 68                        | 64           | 72          |             |
| 24                | 68                        | 64           | 72          |             |
| 25                | 72                        | 68           | 72          |             |
| 26                | 78                        | 72           | 80          |             |
| 27                | 78                        | 80           |             |             |
| 28                | 80                        |              |             |             |
| 29                | 80                        |              |             |             |
| 30                | 80                        |              |             |             |
| <b>Total</b>      | <b>1510</b>               | <b>1429</b>  | <b>1092</b> | <b>708</b>  |
| <b>Mean Score</b> | <b>50,33</b>              | <b>52,92</b> | <b>42</b>   | <b>37,2</b> |

SCORES OF HOMOGENITY

# SILABUS

**Bahasa Inggris Umum**





Satuan Pendidikan : SMA/MA/SMK

Kelas : X (Sepuluh)

**Kompetensi Inti :**

**KI-1 dan KI-2:**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong,kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah,masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

**KI 3:**

1. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan,teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

**KI4:**

1. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran |
|------------------|---------------------|-----------------------|
|------------------|---------------------|-----------------------|

|  |  |  |
|--|--|--|
| <p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)</p> | <ul style="list-style-type: none"> <li>● Fungsi Sosial</li> <li>Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb.</li> <li>● Struktur Teks</li> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> <li>● Unsur Kebahasaan</li> <li>- Kalimat deklaratif dan interrogative dalam simple past tense, present perfect tense.</li> <li>- Adverbial dengan since, ago, now; klausa dan adverbial penunjuk waktu</li> <li>- Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> | <ul style="list-style-type: none"> <li>- Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat</li> <li>- Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut</li> <li>- Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait.</li> <li>- Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat</li> </ul> |
| <p>4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan</p>   | <ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul>  | <ul style="list-style-type: none"> <li>- Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat</li> </ul>  |

|   |   |  |
|---|---|--|
| <p>tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> | <p>●Topik<br/>Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI</p>  | <p>untuk kata kerja yang diberikan dalam kurung</p> <ul style="list-style-type: none"> <li>- Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>  |
| <p>3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya</p> <p>4.7 Teks recount – peristiwa bersejarah</p>                     | <p>●Fungsi Sosial<br/>Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan</p> <p>●Struktur Teks</p> <ul style="list-style-type: none"> <li>- Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan</li> </ul> | <ul style="list-style-type: none"> <li>- Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks</li> <li>- Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil</li> </ul> |

|  |   |   |
|--|---|---|
| <p>4.7.1 Menangkap makna secara kontekstual</p> <p>terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah</p> <p>4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p> | <p>dan temukan kata yang benar, dan bertanya jawab tentang isi teks</p> <ul style="list-style-type: none"> <li>- Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial,</li> </ul> <p>Dapat mencakup:</p> <ul style="list-style-type: none"> <li>- orientasi</li> <li>- urutan kejadian/kegiatan</li> <li>- orientasi ulang</li> <li>●Unsur Kebahasaan</li> <li>- Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan</li> <li>- Adverbia penghubung waktu: first, then, after that, before, when, at last, finally,</li> </ul> | <p>bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks</p> <ul style="list-style-type: none"> <li>- Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya</li> <li>- Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia</li> <li>- Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul> |
|--|---|---|

|  |  |  |
|--|--|--|
|  | <p>dsb.</p> <p>- Adverbia dan frasa preposisional penunjuk waktu</p> <p>- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</p> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p>● Topik</p> <p>Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</p> |  |
|  |  |  |

Curup, 6 April 2021

**Mengetahui ,**

**Kepala Sekolah SMKN 1 RL**

**Guru Mapel Bahasa Inggris**

**Drs. Hartono**  
**NIP . 196402171995121991**  
**198506062009032010**

**Mrs. Widya Z S.Pd**  
**NIP.**

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Nama satuan pendidikan : SMK N 1 REJANG LEBONG  
Mata Pelajaran : Bahasa Inggris  
Kelas/semester : X/2  
Materi pokok : Teks recount lisan dan tulis sederhana,  
tentang personal experience/  
Biographical/holidays  
Alokasi waktu : 6 x 45 menit

**A. Kompetensi Inti (KI)**



1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

### B. Kompetensi Dasar dan Indikator

| Kompetensi Dasar   | Indikator   |
|--|---|
| 3.8 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks report lisan dan tulis dengan memberi dan meminta informasi terkait teknologi yang tercakup dalam mata pelajaran lain di Kelas X sesuai dengan konteks penggunaannya. | <p>3.8.1 Menemukan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks report lisan dan tulis dengan memberi dan meminta informasi terkait teknologi yang tercakup dalam mata pelajaran lain di Kelas X.</p> <p>3.8.2 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks report lisan dan tulis dengan memberi dan meminta informasi terkait teknologi yang tercakup dalam mata pelajaran lain di Kelas X</p> |

|  |   |
|--|---|
|  | 3.8.3 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks report lisan dan tulis dengan memberi dan meminta informasi terkait teknologi yang tercakup dalam mata pelajaran lain di kelas X.  |
| 4. 8 Teks report<br>4.8.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks report lisan dan tulis, terkait teknologi yang tercakup dalam mata pelajaran lain di kelas X.  | 4.8.1.1 Menyimpulkan informasi secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks report lisan dan tulis, terkait teknologi yang tercakup dalam mata pelajaran lain di kelas X.  |
| 4.8.2 Menyusun teks report lisan dan tulis, terkait teknologi yang tercakup dalam mata pelajaran lain di kelas X, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks. | 4.8.2.1 Menulis teks report lisan dan tulis terkait teknologi yang tercakup dalam mata pelajaran lain di kelas X.<br>4.8.2.2 Menyusun teks report lisan dan tulis, terkait teknologi yang tercakup dalam mata pelajaran lain di kelas X, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks. |

### C. Indikator Pencapaian Kompetensi (IPK):

#### Pertemuan 1

- 3.9.1. Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks recount sederhana tentang pengalaman pribadi dengan penuh percaya diri dan bertanggung jawab.
- 3.9.2. Mengurai gambaran umum dan informasi tertentu dari teks recount sederhana tentang pengalaman pribadi dengan penuh percaya diri dan bertanggung jawab.
- 3.9.3. Mendeteksi fungsi sosial, struktur teks, dan unsur



kebahasaan dari teks recount sederhana.

## **Pertemuan 2**

- 4.13.1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang Biographical
- 4.13.2. Menyunting teks recount sederhana lisan sederhana tentang Biographical dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## **Pertemuan 3**

- 4.14.1. Menyunting teks recount tulis sederhana tentang holidays dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.14.2. Menyusun teks recount sederhana lisan dan tulis sederhana tentang holidays dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

**D. Tujuan pembelajaran :**

### **Pertemuan 1**

Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menganalisis dan menangkap makna teks recount sederhana lisan dan tulis sederhana tentang pengalaman pribadi dengan percaya diri, jujur dan bertanggung-jawab.

### **Pertemuan 2**

Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menangkap makna dan menyunting teks recount sederhana lisan dan tulis sederhana tentang Biographical dengan percaya diri, jujur dan bertanggung-jawab.

### **Pertemuan 3**

Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu menangkap makna dan menyusun teks recount sederhana lisan dan tulis sederhana tentang Holidays dengan percaya diri, jujur dan bertanggung-jawab.

### E. Materi Pembelajaran

Teks recount sederhana lisan dan tulis

Fungsi sosial :

to tell/ to retell past events for the purpose of informing or entertaining.

Ex.

| Generic Structure  | Text   |
|--|--|
| <b>Orientation</b><br>(Pengenalan: Who, When, Where, dll)              | Last holiday my family and I went to Jakarta. We visited my uncle's house. It had a big garden and a lot of colorful flowers and tennis court.   |
| <b>Events:</b><br>(Urutan Peristiwa)                                   | On Friday my nephew and I went to National Museum and went up to the top of monument which had the golden symbol of the spirit of our nation. From the top we could see the beauty of the metropolitan city. On Saturday we went to Ancol beach to see DuniaFantasiand Dolphin show. |
| <b>Reorientation</b><br>(Penutup cerita, rangkuman rentetan peristiwa) | On Sunday we went to Ragunan Zoo and then we went home. We really enjoyed our holiday.   |

Lexico Grammatical Features

1. Focus on specific participant
2. Used action verbs and simple past tense (V2), example: was, were, spent, visited, etc.
3. Use time connectives, example: then, after that, when.
4. Chronologically.

### F. Metode Pembelajaran; TPS

Model Pembelajaran *Cooperative learning of TPS (Think Pair Share)*

### G. Media, Alat, dan Sumber Pembelajaran:

1. Media : *textbook dan video Presentation*
2. Alat : *Laptop, Infocus dan Speaker Active*
3. Sumber Belajar : [www.englishindo.com](http://www.englishindo.com),  
<http://www.britishcouncil.org>

## H. Langkah-langkah pembelajaran

### Pertemuan 1

#### a. Kegiatan Pendahuluan

- menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- memberi motivasi belajar
- mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari:
- menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

#### b. Kegiatan Inti

##### Mengamati

- Siswa membaca beberapa recount sederhana tentang pengalaman pribadi yang terdapat dalam buku teks atau sumber lainnya dalam berpasangan 2 orang kemudian masing-masing anggota kelompok membacakan recount sederhana yang dibacanya. (Siswa melakukan proses ini berdasarkan panduan yang disiapkan guru)
- Siswa menirukan contoh pengucapan kalimat-kalimat dalam bacaan tentang pengalaman pribadi tersebut dengan bimbingan guru.
- Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca.

##### Menanya

- Dengan bimbingan dan arahan guru, siswa mempertanyakan

antara lain perbedaan antar berbagai teks recount sederhana yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan.

- Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount sederhana tentang pengalaman pribadi

#### Mengeksplorasi

- Siswa melaporkan hasil diskusi kelompok pada tahap mengamati dan ditanggapi oleh kelompok lain
- Siswa secara berpasangan membacakan teks recount sederhana berupa sebuah paper pengalaman pribadi yang sudah dibawa dengan pengucapan, tekanan kata dan intonasi yang tepat
- Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks recount sederhana yang dibaca/didengar.

#### Mengasosiasi

- Dalam kerja berpasangan terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan pengalaman pribadi dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan.
- Siswa mengelompokkan teks recount sederhana sesuai dengan fungsi sosialnya.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja berpasangan.

#### Mengomunikasikan

- Menyampaikan hasil kerja kelompok tentang pengalaman pribadi sesuai dengan panduan yang disiapkan guru.

#### c. Penutup

- Memberikan umpan balik terhadap proses dan hasil pembelajaran;

Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you,

did you enjoy my class?

- Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual
- Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

## Pertemuan 2

### a. Kegiatan Pendahuluan

- menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- memberi motivasi belajar
- mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari:
- menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

### b. Kegiatan Inti

#### Mengamati

- Siswa mendengarkan teks recount sederhana tentang biographical sambil melengkapi format yang disediakan guru.
- Siswa secara bergantian membacakan sebuah teks recount tentang biographical pada pasangan masing-masing.
- Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari recount sederhana yang dibacakan teman.

#### Menanya

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks recount sederhana yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia terutama tentang fungsi social, struktur teks, dan unsur kebahasaan



- Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount sederhana tentang biographical

#### Mengeksplorasi

- Siswa secara berpasangan dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat
- Siswa berpasangan membaca teks recount sederhana lain untuk menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks recount sederhana yang dibaca.
- berpasangan secara 2 orang, siswa menyunting teks recount sederhana lisan tentang biographical yang diberikan guru dari segi struktur dan unsur kebahasaan

#### Mengasosiasi

- Siswa membedakan teks recount sederhana yang sudah disunting sesuai dengan fungsi sosialnya.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

#### Mengomunikasikan

- Siswa menyunting recount sederhana tentang biographical yang disediakan guru.

#### c. Penutup

- memberikan umpan balik terhadap proses dan hasil pembelajaran;
- You did a great job today, I'm very happy with your activity. Thank you very much for your participation. By the way, how do you feel to be in my class? Please write your feeling, your problem and your success during my class in your journal,
- melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual membaca beberapa teks recount sederhana tentang biographical
- menginformasikan rencana kegiatan pembelajaran untuk

pertemuan berikutnya

### Pertemuan 3

#### a. Kegiatan Pendahuluan

- menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- memberi motivasi belajar
- mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari:
- menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

#### b. Kegiatan Inti

##### Mengamati

- Siswa membaca beberapa recount sederhana tentang holidays dalam berpasangan 2 orang kemudian masing-masing anggota kelompok membacakannya
- Siswa menonton iklan tentang holidays yang ditayangkan guru.
- Siswa menirukan contoh pengucapan kalimat-kalimat dalam bacaan tentang holidays tersebut dengan bimbingan guru.

##### Menanya

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks recount sederhana yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia terutama tentang fungsi social, struktur teks, dan unsur kebahasaan

##### Mengeksplorasi

- Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks recount sederhana yang dibaca/didengar.

##### Mengasosiasi



- Dalam kerja berpasangan terbimbing siswa menganalisis dengan membandingkan teks tentang holidays yang disusun oleh teman anggota kelompok dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan.
- Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

#### Mengomunikasikan

- berpasangan, siswa menyusun teks recount sederhana tentang kegiatan/kejadian/peristiwa sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya

#### c. Penutup

- memberikan umpan balik terhadap proses dan hasil pembelajaran;
- For all of you, thank you very much for your participation. Good job, I like your performance today. Almost all of active. I hope next time all of you have to be active in the class. Okay? Now as usual Please write your feeling, your problem and your success during my class in your journal,
- melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual
- menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

#### I. Penilaian :

Teknik Penilaian:

Penilaian Sikap : Observasi/Pengamatan

Penilaian Pengetahuan : Tes tulisan

Penilaian Keterampilan : Praktek

#### J. Bentuk Instrument :

Bentuk instrument : text dialog recount

#### K. Pedoman Penilaian :



### Scoring Rubric For Speaking Test

| No | SPEAKING ASSESSMENT |       |   |
|----|---------------------|-------|---|
|    | Aspects             | Score | Description   |
| 1  | Pronunciation       | 5     | Easy to understand and has native speaker accents   |
|    |                     | 4     | Easy to understand even with a certain accent   |
|    |                     | 3     | There is a pronunciation issue that keeps the listener in full concentration and sometimes misunderstandings    |
|    |                     | 2     | There is a pronunciation issue that keeps the listener in full concentration and sometimes misunderstandings    |
|    |                     | 1     | Pronunciation problems are so serious that they can not be understood   |
| 2  | Grammar             | 5     | No or few grammatical errors  |
|    |                     | 4     | Sometimes make grammatical errors but not effect the meaning  |
|    |                     | 3     | Often make grammatical mistakes that affect meaning   |
|    |                     | 2     | Many grammatical errors that block meaning and often rearrange sentences  |
|    |                     | 1     | Grammatical mistakes are so severe that they are difficult to understand  |
| 3  | Vocabulary          | 5     | Use vocabulary and expressions like native speakers   |
|    |                     | 4     | Sometime use inappropriate vocabulary   |
|    |                     | 3     | Often using inappropriate vocabulary, the conversation becomes limited due to the limitations of the vocabulary |
|    |                     | 2     | Using vocabulary incorrectly and limited vocabulary so difficult to understand                                  |

|   |               |   |  |
|---|---------------|---|--|
|   |               | 1 | Vocabulary is so limited that conversations are impossible                         |
| 4 | Fluency       | 5 | It current as native speakers  |
|   |               | 4 | It seems slightly disturbed by language problems                                   |
|   |               | 3 | It somewhat disturbed by language problems   |
|   |               | 2 | Hesitated and stalled due to language limitations                                  |
|   |               | 1 | Talk is discontinuous and interrupted so that conversation is impossible           |
| 5 | Comprehension | 5 | Understanding all without difficulty   |
|   |               | 4 | Understand almost everything, even if there is repetition in certain sections      |
|   |               | 3 | Understand most of what is said when talking is slowed somewhat despite repetition |
|   |               | 2 | It's hard to keep up with what's being said  |
|   |               | 1 | Can not understand even simple conversation  |

#### The Rating Scale Classification

| Classification | Scale   |
|----------------|---------|
| Excellent      | 86 -100 |
| Very Good      | 71 – 85 |
| Good           | 56 – 70 |
| Very Poor      | 41 – 55 |
| Poor           | 0 – 40  |

Curup , 14 April 2021

Mengetahui,

Guru SMKN 1 Rejang Lebong

Mahasiswa



(Mrs. Widya Z, S.Pd  
NIP.198506062009032010

( Robert . R)  
NIM.17551058

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMK N 1 REJANG LEBONG  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X / GENAP  
Materi : Recount text tentang Embrassing day  
/Patriots/Funniest experience  
Alokasi waktu : 6 x 45 menit

### L. Kompetensi Inti (KI)

5. Menghayati dan mengamalkan ajaran agama yang dianutnya
6. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
7. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan

masalah.

8. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

#### M. Kompetensi Dasar dan Indikator

| Kompetensi Dasar   | Indikator  |
|--|--|
| 3.8 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks report lisan dan tulis dengan memberi dan meminta informasi terkait teknologi yang tercakup dalam mata pelajaran lain di Kelas X sesuai dengan konteks penggunaannya. | 3.8.1 Menemukan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks report lisan dan tulis dengan memberi dan meminta informasi terkait teknologi yang tercakup dalam mata pelajaran lain di Kelas X.<br>3.8.2 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks report lisan dan tulis dengan memberi dan meminta informasi terkait teknologi yang tercakup dalam mata pelajaran lain di Kelas X<br>3.8.3 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks report lisan dan tulis dengan memberi dan meminta informasi terkait teknologi yang tercakup dalam mata pelajaran lain di kelas X. |
| 4. 8 Teks report<br>4.8.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks report lisan dan tulis, terkait teknologi yang tercakup dalam mata   | 4.8.1.1 Menyimpulkan informasi secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks report lisan dan tulis, terkait teknologi yang tercakup dalam mata pelajaran lain di kelas X.   |

|  |   |
|--|---|
| pelajaran lain di kelas X.   |   |
| 4.8.2 Menyusun teks report lisan dan tulis, terkait teknologi yang tercakup dalam mata pelajaran lain di kelas X, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks. | 4.8.2.1 Menulis teks report lisan dan tulis terkait teknologi yang tercakup dalam mata pelajaran lain di kelas X.<br>4.8.2.2 Menyusun teks report lisan dan tulis, terkait teknologi yang tercakup dalam mata pelajaran lain di kelas X, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks. |

#### **N. Materi Pembelajaran**

Fungsi social :

Menjelaskan, Mencontohkan, Menerapkan teks report terkait embrassing day of my life, patriots and funniest experience di kelas X.

Struktur teks :

Struktur teks report mencakup

1. Informasi umum
2. Informasi khusus

Unsur kebahasaan

1. Kata dan Bahasa yang sesuai dengan kebahasaan dan dapat dipahami.
2. Penggunaan tenses yang tepat dan sesuai dengan peristiwa yang digambarkan.
3. Ucapan, tekanan kata, dan intonasi.
4. Ejaan dan tanda baca.
5. Tulisan tangan.

#### **O. Metode Pembelajaran**

Diskusi using TPS ( Think Pair Share ) Technique

#### **P. Media/alat/bahan/sumber belajar :**

Teks report, LKS

## Q. Kegiatan Pembelajaran

### 1. Pertemuan ke empat:

#### Indikator:

- 3.8.1 Menemukan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks report lisan dan tulis dengan memberi dan meminta informasi terkait *embrassing day of my life*
- 3.8.2 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks report lisan dan tulis dengan memberi dan meminta informasi terkait *embrassing day of my life*

#### Kegiatan Pendahuluan

1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran.
2. Melakukan ice breaking untuk menyemangati kelas dengan sebuah permainan
3. Menjelaskan tujuan pembelajaran atau kegiatan yang akan siswa lakukan untuk mencapai tujuan tersebut.

#### Kegiatan Inti

1. Siswa membaca materi yang ada didalam LKS dan menyimpulkan dengan bahasa nya sendiri terkait dengan makna dan tujuan menulis teks report dialog.
2. Siswa menjelaskan teks report terkait fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan secara berpasangan .
3. Guru meluruskan pemahaman siswa.
4. Siswa menulis beberapa contoh vocabulary seperti yang dicontohkan di ciri-ciri kebahasaan teks report.
5. Siswa diminta untuk membaca contoh teks report yang ada dibuku secara berpasangan.



6. Siswa diminta untuk menerjemahkan ke dalam Bahasa Indonesia.
7. Siswa diminta untuk menemukan tujuan dari penulisan teks report dialog tersebut.
8. Secara berpasangan, siswa membaca teks report dialog didepan kelas dengan pasangannya.
9. Siswa dikelompok lain diminta untuk memberikan tanggapan secara lisan mengenai teks report dialog yang dibacakan oleh kelompok yang didepan

### **Kegiatan Penutup**

1. Mengulas kembali apa yang telah dipelajari tentang teks report dengan cara bertanya kepada salah satu siswa atau bertanya kepada semua siswa.
2. Menanyakan kembali struktur dan ciri-ciri teks report kepada salah satu siswa.
3. Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya dan meminta setiap siswa untuk membawa satu report text.

## **2. Pertemuan ke lima:**

### **Indikator:**

- 3.8.3 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks report lisan dan tulis dengan memberi dan meminta informasi terkait patriots
- 4.8.1.1 Menyimpulkan informasi secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks report lisan dan tulis, terkait materi tentang patriots

### **Kegiatan Pendahuluan**

1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran.

2. Melakukan ice breaking untuk menyemangati kelas dengan permainan
3. Membaca sebuah teks dan meminta siswa untuk menjelaskan teks yang dibacakan termasuk teks report atau bukan.

### **Kegiatan Inti**

1. Siswa dibagi secara berkelompok yang terdiri dari 2 orang per kelompok
2. Melihat dua teks yang disediakan dibuku dan menentukan perbedaan terkait fungsi social, struktur teks dan unsur kebahasaan dengan text yang lain (misalnya dengan teks descriptive)
3. Masing-masing kelompok menyampaikan hasil diskusi mereka didepan kelas.
4. Meminta siswa untuk mengumpulkan teks report dialog yang telah diminta untuk dibawa.
5. Dan siswa mempresentasikan nya kepada teman teman nya di depan kelas

### **Kegiatan Penutup**

1. Me-review pembahasan pada kegiatan latihan yang sudah dikerjakan selama awal pembelajaran hingga akhir pembelajaran.
2. Refleksi sejenak tentang apa yang sudah dipelajari dalam pertemuan ini dan sebelumnya "Do you want to say something about your task? Please feel free to share."
3. Menutup pertemuan dengan doa.

### **Pertemuan ke enam:**

#### **Indikator:**

- 4.8.2.1 Menulis teks report berbentuk dialog lisan dan tulis terkait tentang Funniest experience di kelas X.





- 4.8.2.2 Menyusun teks report berbentuk dialog lisan dan tulis, terkait materi tentang funniest experience, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

### **Kegiatan Pendahuluan**

1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran.
2. Melakukan ice breaking untuk mencairkan suasana dengan permainan

### **Kegiatan Inti**

1. Secara individu, menulis teks report dialog dengan pemahaman yang telah didapatkan sebelumnya dengan tema funniest experience.
2. Sebanyak 2 siswa diminta untuk maju ke depan kelas secara bergantian dan membacakan teks report yang telah dibuat.
3. Siswa yang lain diminta untuk mengomentari penampilan dari temannya.
4. Guru menambahkan komentar setelah itu memberikan pemahaman yang lebih tentang hasil teks yang telah dibuat dan dibacakan didepan kelas.
5. Masing-masing kelompok menulis teks report dialog sesuai dengan topik yang telah dipilih secara tertib dan tekun

### **Kegiatan Penutup**

1. Mereview pembahasan pada kegiatan latihan yang sudah dikerjakan selama awal pembelajaran hingga akhir pembelajaran.
2. Refleksi sejenak tentang apa yang sudah dipelajari dalam pertemuan ini dan sebelumnya "Did you enjoy writing report text? Was it difficult? Was it easy? What did you find difficult?"

3. Menutup pertemuan dengan doa.

#### R. Penilaian Hasil Belajar

Teknik Penilaian:

Penilaian Sikap : Observasi/Pengamatan

Penilaian Pengetahuan : Tes tulisan

Penilaian Keterampilan : Praktek

Bentuk Penilaian:

Tes tertulis : Uraian dan Lembar kerja

Praktek : Praktek didepan kelas

#### S. Bentuk Instrument :

Bentuk instrument : text dialog recount

#### T. Pedoman Penilaian :

#### Scoring Rubric For Speaking Test

| No | SPEAKING ASSESSMENT |       |  |
|----|---------------------|-------|--|
|    | Aspects             | Score | Description  |
| 1  | Pronunciation       | 5     | Easy to understand and has native speaker accents  |
|    |                     | 4     | Easy to understand even with a certain accent  |
|    |                     | 3     | There is a pronunciation issue that keeps the listener in full concentration and sometimes misunderstandings |
|    |                     | 2     | There is a pronunciation issue that keeps the listener in full concentration and sometimes misunderstandings |
|    |                     | 1     | Pronunciation problems are so serious that they can not be understood  |
| 2  | Grammar             | 5     | No or few grammatical errors   |
|    |                     | 4     | Sometimes make grammatical errors but not  |



|   |               |   |   |
|---|---------------|---|---|
|   |               |   | effect the meaning  |
|   |               | 3 | Often make grammatical mistakes that affect meaning   |
|   |               | 2 | Many grammatical errors that block meaning and often rearrange sentences  |
|   |               | 1 | Grammatical mistakes are so severe that they are difficult to understand  |
| 3 | Vocabulary    | 5 | Use vocabulary and expressions like native speakers   |
|   |               | 4 | Sometime use inappropriate vocabulary   |
|   |               | 3 | Often using inappropriate vocabulary, the conversation becomes limited due to the limitations of the vocabulary |
|   |               | 2 | Using vocabulary incorrectly and limited vocabulary so difficult to understand                                  |
|   |               | 1 | Vocabulary is so limited that conversations are impossible  |
| 4 | Fluency       | 5 | It current as native speakers   |
|   |               | 4 | It seems slightly disturbed by language problems  |
|   |               | 3 | It somewhat disturbed by language problems  |
|   |               | 2 | Hesitated and stalled due to language limitations   |
|   |               | 1 | Talk is discontinuous and interrupted so that conversation is impossible  |
| 5 | Comprehension | 5 | Understanding all without difficulty  |
|   |               | 4 | Understand almost everything, even if there is repetition in certain sections                                   |
|   |               | 3 | Understand most of what is said when talking is slowed somewhat despite repetition                              |
|   |               | 2 | It's hard to keep up with what's being said   |
|   |               | 1 | Can not understand even simple conversation   |

The Rating Scale Classification

| <b>Classification</b> | <b>Scale</b> |
|-----------------------|--------------|
| Excellent             | 86 -100      |
| Very Good             | 71 – 85      |
| Good                  | 56 – 70      |
| Very Poor             | 41 – 55      |
| Poor                  | 0 – 40       |

Curup , 14 April 2021

Mengetahui,

Guru SMKN 1 Rejang Lebong

Mahasiswa

(Mrs. Widya Z, S.Pd  
NIP.198506062009032010

( Robert . R)  
NIM.17551058

## BLUEPRINT OF THE TEST

| Test Objective   | Course Description  | Indicators of The Test Items   | Number Question |
|--|---|--|-----------------|
| <p>Measuring students' speaking ability by writing a recount dialog text</p> | <p>Students' can compile oral and written, short and simple text recounts related to learning material in class X by paying attention to social functions, text structure and linguistic elements</p> | <ol style="list-style-type: none"> <li>1. Students' can report, tell, share experiences, take examples with their pairs</li> <li>2. Students' can compose the recount dialog text at least 4 lines of sentences</li> <li>3. By considering some indikator below :               <ol style="list-style-type: none"> <li>a. declarative and interrogative sentences in simple past, past continuous, present Perfect, and others as needed</li> <li>b. time conjunctive adverbs: first, then, after that, before, when, at least, finally, etc.</li> <li>c. speech, stress, intonation, spelling, punctuation, and handwriting</li> </ol> </li> <li>4. In pre-test, the theme of recount dialog text is Valuable experience during of</li> </ol> | <p>1 Item</p>   |

|  |   |  |  |
|--|---|--|--|
|  | correctly and presenting them in front of the class | the new year 2021<br>5. In post-test, the theme of recount dialog text is Unforgettable experience when Eid al-Fitr 2021 |  |
|--|---|--|--|

**Validator**

**(Mrs. Widya Z, S.Pd)**

**NIP.198506062009032010**

**RESEARCH INSTRUMENT**



**THE EFFECT OF USING THINK PAIR SHARE  
TECHNIQUE ON THE STUDENTS' SPEAKING  
ABILITY AT THE SECOND SEMESTER OF THE  
VOCATIONAL GRADE OF SMK 1 CURUP IN 2021  
ACADEMIC YEAR**

Item : Pre-test

Name :

Class :

Petunjuk pengisian :

1. Instrumen ini adalah alat yang digunakan untuk mengetahui kemampuan berbicara adik-adik sebelum penerapan Think Pair Share Technique dalam keterampilan berbicara ( students' speaking ability ) di sekolah anda.

2. Hasil tes ini tidak akan mempengaruhi nilai adik-adik dalam mata pelajaran Bahasa Inggris karena hasil tes ini semata mata digunakan untuk perihal kepentingan penelitian.



3. Atas partisipasi, dukungan, dan kerjasamanya peneliti mengucapkan terima kasih
4. Isilah identitas anda sesuai dengan kotak yang disediakan
5. Dalam pengerjaan test, anda diperbolehkan membuka kamus untuk membantu tambahan kosakata kalian.
6. Anda diberikan waktu selama 20 menit untuk mengerjakan test ini
7. Selamat mengerjakan !

### QUESTION

Make short dialogues in pairs using English with the theme "valuable experience during the holidays at the beginning of the new year 2021". Each student can make at least 3 lines of dialogue sentences. Then present your work in front of your friends in the class!

#### RESEARCH INSTRUMENT



### THE EFFECT OF USING THINK PAIR SHARE TECHNIQUE ON THE STUDENTS' SPEAKING ABILITY AT THE SECOND SEMESTER OF THE VOCATIONAL GRADE OF SMK 1 CURUP IN 2021 ACADEMIC YEAR

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Item : Post-test

Petunjuk pengisian :

Name :

Class :

1. Instrumen ini adalah alat yang digunakan untuk mengetahui kemampuan berbicara adik-adik sebelum penerapan Think Pair Share Technique dalam keterampilan berbicara (students' speaking ability) di sekolah anda.

2. Hasil tes ini tidak akan mempengaruhi nilai adik-adik dalam mata pelajaran Bahasa Inggris karena hasil tes ini semata-mata digunakan untuk perihal kepentingan penelitian.

3. Atas partisipasi, dukungan, dan kerjasamanya peneliti mengucapkan terima kasih

4. Isilah identitas anda sesuai dengan kotak yang disediakan

5. Dalam pengerjaan test ,anda diperbolehkan membuka kamus untuk membantu tambahan kosakata kalian.

6. Anda diberikan waktu selama 20 menit untuk mengerjakan test ini

7. Selamat mengerjakan !



**Make short dialogues in pairs using english with the theme " Unforgettable experience during Eid Al-Fitr in 2021 ". Each students' can make at least 5 lines of dialogue sentences . Then present your work in front of your friends in the class !**

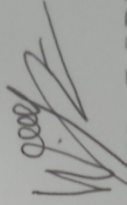


### EXPERT VALIDATION FORM

For each question. Please give your response by thickening in column provided below :

| No | Statement   | Yes | No | Notes ( if any ) |
|----|---|-----|----|------------------|
| 1. | Is the test suitable in terms related on syllabus ? | ✓   | -  |                  |
| 2. | Is the test suitable in terms of the length ?       | ✓   | -  |                  |
| 3. | Is the test suitable in terms of difficulty ?       | ✓   | -  |                  |
| 4. | Is the number of item enough ?                      | ✓   | -  |                  |
| 5. | Is the test question understandable ?               | ✓   | -  |                  |
| 6. | Is the time allotment enough ?                      | ✓   | -  |                  |

Validator



(Mrs. Widya Z, S.Pd)  
NIP.198506062009032010

## VALIDITY AND RELIABILITY OF THE TEST

| No           | X           | Y           | X <sup>2</sup> | Y <sup>2</sup> | XY            |
|--------------|-------------|-------------|----------------|----------------|---------------|
| 1            | 76          | 80          | 5776           | 6400           | 6080          |
| 2            | 76          | 76          | 5776           | 5776           | 5776          |
| 3            | 36          | 76          | 1296           | 5776           | 2736          |
| 4            | 60          | 68          | 3600           | 4624           | 4080          |
| 5            | 64          | 80          | 4096           | 6400           | 5120          |
| 6            | 84          | 84          | 7056           | 7056           | 7056          |
| 7            | 32          | 68          | 1024           | 4624           | 2176          |
| 8            | 80          | 64          | 6400           | 4096           | 5120          |
| 9            | 68          | 80          | 4624           | 6400           | 5440          |
| 10           | 80          | 80          | 6400           | 6400           | 6400          |
| 11           | 76          | 60          | 5776           | 3600           | 4560          |
| 12           | 76          | 60          | 5776           | 3600           | 4560          |
| 13           | 84          | 68          | 7056           | 4624           | 5712          |
| 14           | 76          | 86          | 5776           | 7396           | 6536          |
| 15           | 64          | 68          | 4096           | 4624           | 4352          |
| 16           | 80          | 68          | 6400           | 4624           | 5440          |
| 17           | 60          | 86          | 3600           | 7396           | 5160          |
| 18           | 68          | 80          | 4624           | 6400           | 5440          |
| 19           | 36          | 80          | 1296           | 6400           | 2880          |
| 20           | 80          | 76          | 6400           | 5776           | 6080          |
| <b>Total</b> | <b>1356</b> | <b>1488</b> | <b>96848</b>   | <b>111992</b>  | <b>100704</b> |

### a. Validity

$$r_{xy} = \frac{\sum XY}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

$$r_{xy} = \frac{100704}{\sqrt{(96848)(111992)}}$$

$$r_{xy} = \frac{100704}{\sqrt{10846201216}}$$

$$r_{xy} = \frac{100704}{104145}$$

$$r_{xy} = 0,96 \text{ ( Highest )}$$

The test of instrument is valid

### b. Reliability

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\}\{N(\sum Y^2) - (\sum Y)^2\}}}$$

$$r = \frac{20(100704) - (1356)(1488)}{\sqrt{\{20(96848) - (1356)^2\}\{20(111992) - (1488)^2\}}}$$

$$r = \frac{2014080 - 2017728}{\sqrt{98224 \times 25696}}$$

$$r = \frac{-3648}{50239}$$

$$r = -0,72$$

$$r = 0,72 \text{ ( High )}$$

The test of instrument is Reliable

### The Data Of Pre – Test In Control Group

| No           | Students' Code | rater 1    | rater 2    | rater 3    | Total       | J.Nilai : J.Total x 100 % | Y <sup>2</sup> |
|--------------|----------------|------------|------------|------------|-------------|---------------------------|----------------|
| 1            | student 1      | 28         | 48         | 52         | 128         | 48                        | 2304           |
| 2            | student 2      | 28         | 44         | 48         | 120         | 40                        | 1600           |
| 3            | student 3      | 24         | 48         | 52         | 124         | 41                        | 1681           |
| 4            | student 4      | 28         | 32         | 32         | 92          | 30                        | 900            |
| 5            | student 5      | 20         | 20         | 36         | 76          | 25                        | 625            |
| 6            | student 6      | 40         | 44         | 52         | 136         | 45                        | 2025           |
| 7            | student 7      | 40         | 48         | 48         | 136         | 45                        | 2025           |
| 8            | student 8      | 40         | 48         | 48         | 136         | 45                        | 2025           |
| 9            | student 9      | 40         | 48         | 48         | 136         | 45                        | 2025           |
| 10           | student 10     | 20         | 32         | 40         | 92          | 30                        | 900            |
| 11           | student 11     | 20         | 20         | 36         | 76          | 25                        | 625            |
| 12           | student 12     | 44         | 52         | 52         | 148         | 49                        | 2401           |
| 13           | student 13     | 36         | 48         | 48         | 132         | 44                        | 1936           |
| 14           | student 14     | 40         | 44         | 44         | 128         | 48                        | 2304           |
| 15           | student 15     | 32         | 28         | 32         | 92          | 30                        | 900            |
| 16           | student 16     | 44         | 52         | 52         | 148         | 49                        | 2401           |
| 17           | student 17     | 48         | 48         | 40         | 136         | 45                        | 2025           |
| 18           | student 18     | 28         | 44         | 52         | 124         | 41                        | 1681           |
| <b>Total</b> |                | <b>600</b> | <b>748</b> | <b>812</b> | <b>2160</b> | <b>725</b>                | <b>30383</b>   |

### The Data Of Pre – Test In Experimental Group

| No | Students' Code | rater 1 | rater 2 | rater 3 | total | J.Nilai :<br>J.Total x 100 % | $\chi^2$ |
|----|----------------|---------|---------|---------|-------|------------------------------|----------|
| 1  | student 1      | 40      | 36      | 52      | 128   | 42                           | 1764     |
| 2  | student 2      | 20      | 24      | 44      | 88    | 29                           | 841      |
| 3  | student 3      | 68      | 52      | 68      | 188   | 62                           | 3844     |
| 4  | student 4      | 60      | 40      | 48      | 148   | 49                           | 2401     |
| 5  | student 5      | 56      | 32      | 40      | 128   | 48                           | 2304     |
| 6  | student 6      | 60      | 36      | 36      | 132   | 44                           | 1936     |
| 7  | student 7      | 56      | 32      | 44      | 132   | 44                           | 1936     |
| 8  | student 8      | 40      | 28      | 28      | 96    | 32                           | 1024     |
| 9  | student 9      | 40      | 28      | 40      | 108   | 36                           | 1296     |
| 10 | student 10     | 60      | 32      | 40      | 132   | 44                           | 1936     |
| 11 | student 11     | 40      | 24      | 24      | 88    | 29                           | 841      |
| 12 | student 12     | 60      | 28      | 28      | 116   | 38                           | 1444     |
| 13 | student 13     | 60      | 32      | 32      | 124   | 41                           | 1681     |
| 14 | student 14     | 32      | 32      | 40      | 104   | 34                           | 1156     |
| 15 | student 15     | 36      | 24      | 32      | 92    | 30                           | 900      |

|              |               |            |            |            |             |            |              |
|--------------|---------------|------------|------------|------------|-------------|------------|--------------|
| 16           | student<br>16 | 40         | 36         | 52         | 128         | 48         | 2304         |
| 17           | student<br>17 | 24         | 24         | 36         | 84          | 28         | 784          |
| 18           | student<br>18 | 40         | 32         | 44         | 116         | 38         | 1444         |
| <b>Total</b> |               | <b>832</b> | <b>572</b> | <b>728</b> | <b>2132</b> | <b>716</b> | <b>29836</b> |

### The Data Of Post – Test In Control Group

| No | Students'<br>Code | Rater<br>1 | Rater<br>2 | Rater<br>3 | Total | J.Nilai :<br>J.Total x 100<br>% | Y <sup>2</sup> |
|----|-------------------|------------|------------|------------|-------|---------------------------------|----------------|
| 1  | student 1         | 60         | 60         | 40         | 160   | 53                              | 2809           |
| 2  | student 2         | 72         | 68         | 68         | 208   | 69                              | 4761           |
| 3  | student 3         | 60         | 60         | 60         | 180   | 60                              | 3600           |
| 4  | student 4         | 72         | 96         | 64         | 232   | 77                              | 5929           |
| 5  | student 5         | 80         | 88         | 68         | 236   | 79                              | 6241           |
| 6  | student 6         | 100        | 100        | 60         | 260   | 87                              | 7569           |
| 7  | student 7         | 88         | 80         | 72         | 240   | 80                              | 6400           |
| 8  | student 8         | 84         | 80         | 72         | 236   | 79                              | 6241           |
| 9  | student 9         | 76         | 80         | 64         | 220   | 73                              | 5329           |
| 10 | student<br>10     | 76         | 68         | 64         | 208   | 69                              | 4761           |
| 11 | student           | 60         | 68         | 68         | 196   | 65                              | 4225           |

|    |               |             |             |             |             |             |              |
|----|---------------|-------------|-------------|-------------|-------------|-------------|--------------|
|    | 11            |             |             |             |             |             |              |
| 12 | student<br>12 | 100         | 80          | 64          | 244         | 81          | 6561         |
| 13 | student<br>13 | 96          | 100         | 76          | 272         | 90          | 8100         |
| 14 | student<br>14 | 76          | 56          | 72          | 204         | 68          | 4624         |
| 15 | student<br>15 | 72          | 80          | 72          | 224         | 75          | 5625         |
| 16 | student<br>16 | 100         | 76          | 72          | 248         | 83          | 6889         |
| 17 | student<br>17 | 80          | 80          | 60          | 220         | 73          | 5329         |
| 18 | student<br>18 | 68          | 60          | 44          | 172         | 57          | 3249         |
|    | <b>Total</b>  | <b>1420</b> | <b>1380</b> | <b>1160</b> | <b>3960</b> | <b>1318</b> | <b>98242</b> |

### The Data Of Post – Test In Experimental Group

| No | Students' Code | Rater 1 | Rater 2 | Rater 3 | Total | J.Nilai : J.Total<br>x 100 % | X <sup>2</sup> |
|----|----------------|---------|---------|---------|-------|------------------------------|----------------|
| 1  | student 1      | 80      | 80      | 80      | 240   | 80                           | 6400           |
| 2  | student 2      | 84      | 76      | 76      | 236   | 79                           | 6241           |
| 3  | student 3      | 100     | 100     | 100     | 300   | 100                          | 10000          |
| 4  | student 4      | 92      | 100     | 100     | 292   | 97                           | 9409           |

|              |            |             |             |             |             |             |               |
|--------------|------------|-------------|-------------|-------------|-------------|-------------|---------------|
| 5            | student 5  | 100         | 88          | 80          | 268         | 89          | 7921          |
| 6            | student 6  | 88          | 80          | 80          | 248         | 83          | 6889          |
| 7            | student 7  | 88          | 80          | 80          | 248         | 83          | 6889          |
| 8            | student 8  | 72          | 100         | 80          | 252         | 84          | 7056          |
| 9            | student 9  | 68          | 64          | 64          | 196         | 65          | 4225          |
| 10           | student 10 | 80          | 76          | 76          | 232         | 77          | 5929          |
| 11           | student 11 | 84          | 76          | 76          | 236         | 79          | 6241          |
| 12           | student 12 | 88          | 76          | 76          | 240         | 80          | 6400          |
| 13           | student 13 | 96          | 80          | 80          | 256         | 85          | 7225          |
| 14           | student 14 | 84          | 60          | 60          | 204         | 68          | 4624          |
| 15           | student 15 | 80          | 100         | 80          | 260         | 87          | 7569          |
| 16           | student 16 | 88          | 84          | 84          | 256         | 85          | 7225          |
| 17           | student 17 | 72          | 80          | 80          | 232         | 77          | 5929          |
| 18           | student 18 | 72          | 92          | 60          | 224         | 75          | 5625          |
| <b>Total</b> |            | <b>1516</b> | <b>1492</b> | <b>1412</b> | <b>4420</b> | <b>1473</b> | <b>121797</b> |



**Surat Pernyataan  
( Informed Consent )  
Sebagai Interrater Penelitian**

Yang bertanda tangan dibawah ini , saya :

Nama : *Widya, Z. S.pd*

Umur : -

Pekerjaan : *Guru Bahasa Inggris SMKN 01 R*

Setelah mendapat penjelasan dari peneliti tentang penelitian dengan judul “ **The Effect of Using Think Pair Share Technique on The Students’ Speaking Ability** “ serta telah mendapat petunjuk tentang pelaksanaan penilaian , maka dengan ini saya menyatakan bahwa saya telah memberikan penilaian yang sungguh-sungguh dan bertanggung jawab atas performa speaking dari siswa/i kelas X SMKN 1 Rejang Lebong.

Demikian surat pernyataan ini saya buat dengan sungguh-sungguh tanpa ada paksaan dari pihak manapun. Kiranya dapat digunakan dengan sebaik-baiknya sebagai pegangan bagi peneliti dan pihak lain yang berkepentingan dalam penelitian ini .

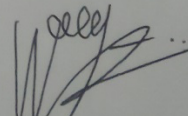
Curup , 17 July 2021

Peneliti



( ROBERT .R )

Interrater Reliability



( Widya .Z. S.pd )

**Surat Pernyataan  
( Informed Consent )  
Sebagai Interrater Penelitian**

Yang bertanda tangan dibawah ini , saya :

Nama : Farida Esmiah'

Umur : 41 th

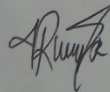
Pekerjaan : Dosen Poltekpor Kemurus Cup

Setelah mendapat penjelasan dari peneliti tentang penelitian dengan judul " **The Effect of Using Think Pair Share Technique on The Students' Speaking Ability** " serta telah mendapat petunjuk tentang pelaksanaan penilaian , maka dengan ini saya menyatakan bahwa saya telah memberikan penilaian yang sungguh-sungguh dan bertanggung jawab atas performa speaking dari siswa/i kelas X SMKN 1 Rejang Lebong.

Demikian surat pernyataan ini saya buat dengan sungguh-sungguh tanpa ada paksaan dari pihak manapun. Kiranya dapat digunakan dengan sebaik-baiknya sebagai pegangan bagi peneliti dan pihak lain yang berkepentingan dalam penelitian ini .

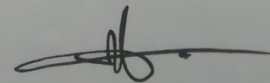
Curup , 30 July 2021

Peneliti



( ROBERT .R )

Interrater Reliability



( Farida Esmiah' )

DAFTAR ABSENSI KEHADIRAN

SISWA/SISWI SMK N 1 REJANG LEBONG

TAHUN AJARAN 2020/2021

KELAS : TEI

| NO. | NAMA               | Meet 1 | Meet 2 | Meet 3 | Meet 4 | Meet 5 | Meet 6 | Meet 7 | Meet 8 | KET.A/IS  |
|-----|--------------------|--------|--------|--------|--------|--------|--------|--------|--------|-----------|
| 1   | ABID AL MUSTOFA    | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | Nilai     |
| 2   | ANJAS              | ✓      | ✓      | ✓      | A      | ✓      | ✓      | ✓      | ✓      | A         |
| 3   | ANUGERAH           | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | Nilai     |
| 4   | BAYU ANGGARA       | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | Nilai     |
| 5   | EKAL ILHAM         | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | Nilai 2 x |
| 6   | FADLI ALFANZA      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | Nilai     |
| 7   | FIRDAUS KAMIL      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | Nilai     |
| 8   | GILANG KUSUMADANI  | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | Nilai     |
| 9   | IYANUAR AGUNG      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | Nilai     |
| 10  | M. AGUSNI ALFIAN   | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | A      | ✓      | A         |
| 11  | M.NAUFAL ALFIAN    | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | A      | ✓      | S dan A   |
| 12  | M.BINTANG P        | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | Nilai     |
| 13  | M.RIZKI PRATAMA    | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | Nilai     |
| 14  | RACHEL WAHYU       | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | Nilai     |
| 15  | RAMADHANI IMANSYAH | ✓      | ✓      | ✓      | A      | ✓      | ✓      | S      | ✓      | Nilai     |
| 16  | THOMAS P           | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | A dan S   |
| 17  | TRIA GUSTIAN N     | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | S      | ✓      | Nilai     |
| 18  | ANANDA TAMARA      | ✓      | A      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | S         |
|     |                    | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | Nilai     |
|     |                    | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | A         |

**DAFTAR ABSENSI KEHADIRAN**

**SISWA/SISWI SMK N 1 REJANG LEBONG**

**TAHUN AJARAN 2020/2021**

**KELAS : TKJ**

| NO. | NAMA              | Meet 1 | Meet 2 | Meet 3 | Meet 4 | Meet 5 | Meet 6 | Meet 7 | Meet 8 | KET.A/I/S |
|-----|-------------------|--------|--------|--------|--------|--------|--------|--------|--------|-----------|
| 1   | AISYAH TRI R      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | Nilai     |
| 2   | ANGGI CITRA UTAMI | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | Nilai     |
| 3   | DINDA ARUESTA     | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | Nilai     |
| 4   | FERDIAN FAIZ      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | Nilai     |
| 5   | FERZI NANDA       | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | Nilai     |
| 6   | JENI PARAMITA     | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | Nilai     |
| 7   | KURNIA PUTRI      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | Nilai     |
| 8   | LARAS WIDYA       | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | Nilai     |
| 9   | MERI SUSANTI      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | Nilai     |
| 10  | MIA LUPITA        | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | Nilai     |
| 11  | M.DIKA ROSA       | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | Nilai     |
| 12  | OLIVIA DWI        | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | Nilai     |
| 13  | PIJAE JANUARDI    | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | S         |
| 14  | RADIT FERBI       | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | Nilai     |
| 15  | RAFLI RIVALDI     | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | Nilai     |
| 16  | RIKA SARI         | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | Nilai     |
| 17  | SITI SAKIYA       | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | Nilai     |
| 18  | TYO FATKHAN       | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | Nilai     |



**KEPUTUSAN DEKAN FAKULTAS TARBIYAH**

Nomor : 73 Tahun 2021  
Tentang

**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI  
INSTITUT AGAMA ISLAM NEGERI CURUP**

- Menimbang** :
- Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
  - Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** :
- Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
  - Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
  - Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
  - Keputusan Menteri Pendidikan Nasional RI Nomor 134/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
  - Keputusan Menteri Agama RI Nomor B.II/3/15447, tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
  - Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
  - Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup;
- Memperhatikan** :
- Surat Rekomendasi dari Ketua Prodi nomor : 51/FT.2/TBI/PP.00.9/02/2021
  - Berita Acara Seminar Proposal pada Hari Selasa, 15 Desember 2020.

**MEMUTUSKAN :**

- Menetapkan**
- Pertama** :
- Paidi Gusmuliana, M.Pd** 19840817 201503 1 004
  - Henny Septia Utami, M.Pd** 2020108101

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Robert. R**

N I M : **17551058**

JUDUL SKRIPSI : **The Effect of Using Think Pair Share Tehnique on the Students' Speaking Ability**

- Ketiga** :
- Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Keempat** :
- Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Kelima** :
- Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Keenam** :
- Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Ketujuh** :
- Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,

Pada tanggal 23 Februari 2021

Dekan,





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI CURUP**  
**FAKULTAS TARBİYAH**

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010  
Homepage: <http://www.iaincurup.ac.id> Email: [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id) Kode Pos 39119

Nomor : 132 /In.34/FT/PP.00.9/03/2021  
Lampiran : Proposal dan Instrumen  
Hal : Permohonan Izin Penelitian

24 Maret 2021

Kepada Yth. **Kepala Cabang Dinas Pendidikan**  
**Wilayah II Curup**

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Robert R  
NIM : 17551058  
Fakultas/Prodi : Tarbiyah / TBI  
Judul Skripsi : The Effect of Using Think Pair Share Teaching Technique on the Students' Speaking Ability  
Waktu Penelitian : 24 Maret s.d 24 Juni 2021  
Tempat Penelitian : SMKN 1 Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.  
Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan

Wakil Dekan I,



H. Abdul Rahman, M.Pd.I

NIP. 197207042000031004

Tembusan : disampaikan Yth ;  
1. Rektor





**PEMERINTAH PROVINSI BENGKULU**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**CABANG DINAS PENDIDIKAN WILAYAH II CURUP**

Jalan Sidomulyo – Tempel Rejo Kecamatan Curup Selatan Kode Pos : 39124  
Email : cccabdinwilayahii@gmail.com

**SURAT REKOMENDASI**

Nomor : 420/ 219 /Cabdin.II/ 2021

Yang bertanda tangan dibawah ini:

Nama : **Amdaryani, S.Sos., M.Pd**  
NIP : 19660626 199303 1 004  
Pangkat/Golongan : Pembina / IV.a  
Jabatan : Kepala Seksi Pendidikan Menengah Kejuruan dan Pendidikan Khusus.  
Cabang Dinas Pendidikan Wilayah II Curup.

Berdasarkan Surat Izin Penelitian dari Wakil Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup Nomor: 100/In.34/FT/PP.00.9/03/2021 tanggal 24 Maret 2021 dan Surat Izin Penelitian dari Kepala SMKN 1 Rejang Lebong Nomor: 421.5/ KP/376/SMKN 1/RL/2021 tanggal 30 Maret 2021 untuk mahasiswi :

Nama : **Robert R**  
NPM : 17551058  
Program Studi : Tadris Bahasa Inggris (TBI)  
Fakultas : Tarbiyah  
Tempat Penelitian : SMKN 1 Rejang Lebong  
Waktu Penelitian : 24 Maret s/d 24 Juni 2021

Pada prinsipnya kami **Menyetujui** untuk melakukan penelitian dalam rangka memperoleh data penyusunan skripsi dengan judul "*The Effect of Using Think Pair Share Teachnique on the Students' Speaking Ability*"  
Demikian Surat Rekomendasi ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Curup, 30 Maret 2021  
A.n Kepala Cabang Dinas Pendidikan  
Wilayah II Curup  
Kepala Seksi Pendidikan Menengah Kejuruan  
Dan Pendidikan Khusus.

  
**Amdaryani, S.Sos., M.Pd**  
NIP 19660626 199303 1 004

Tembusan Yth  
Kepala Dinas Pendidikan dan Kebudayaan Provinsi Bengkulu  
Bidang Pembinaan SMK  
Curup



PEMERINTAH PROVINSI BENGKULU  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
CABANG DINAS PENDIDIKAN WILAYAH II CURUP  
SMK NEGERI 1 REJANG LEBONG

Alamat Jalan Ahmad Marzuki No. 105 Telp./ Fax. (0732)21258 Curup- Bengkulu  
Email: [smk1curup@gmail.com](mailto:smk1curup@gmail.com)  
Curup

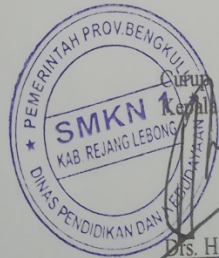
**SURAT TUGAS**

Nomor: 421.5/209 /KP/SMKN1/2021

Berdasarkan Surat Dekan Fakultas Tarbiyah IAIN Curup Nomor:119/In.34/PP.00.9/03/2021 tanggal 24 Maret 2021 tentang Permohonan Izin Penelitian, dalam rangka penyusunan Skripsi S1 Pada Institut Agama Islam Negeri Curup:

Nama : Robert R  
NIM : 17551058  
Fakultas/Prodi : Tarbiyah/ TBI  
Judul Skripsi : The Effect of Using Think Pair Share Teaching Technique on the Students' Speaking Ability  
Waktu Penelitian : 24 Maret s.d 24 Juni 2021  
Tempat Penelitian : SMKN 1 Rejang Lebong

Pada Prinsipnya Kami bersedia dan tidak berkeberatan menerima nama mahasiswa diatas untuk mengadakan penelitian di instansi yang kami pimpin.  
Demikian Surat ini dibuat untuk di pergunakan sebagai mana mestinya dan dengan penuh tanggung jawab



Curup, 30 Maret 2021  
Kepala SMK Negeri 1 Rejang Lebong  
  
Drs. Hartono  
NIP. 19640217199512 1 991

Tembusan:

- Yth:
1. Koordinator Ka.Bid Dikmen wil II Curup Dinas DikBud Prov. Bengkulu
  2. Koordinator Pengawas Dinas Dikbud Prov. Bengkulu
  3. Dekan Fakultas Tarbiyah IAIN Curup
  4. Yang bersangkutan
  5. Arsip





PEMERINTAH PROVINSI BENGKULU  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
CABANG DINAS PENDIDIKAN WILAYAH II CURUP  
**SMK NEGERI 1 REJANG LEBONG**

Jl. Ahmad Marzuki No. 105 Curup 3114 Telp. (0732) 21258  
Curup

**SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN**

Nomor : 421.5/378/PL/SMKN1/2021

Yang bertanda tangan di bawah ini:

Nama : Drs. Hartono  
NIP : 19640217 199512 1 001  
Jabatan : Kepala Sekolah SMKN 1 Rejang Lebong

Menerangkan bahwa:

Nama : Robert R  
NIM : 17551058  
Jurusan : Tarbiyah  
Prodi : Pendidikan Bahasa Inggris

Telah melakukan penelitian di untk melengkapi data dalam pembuatan skripsi yang berjudul **“The Effect of Using Think Pair Share Teaching Technique on The Student’s Speaking Ability”** di SMKN 1 Rejang Lebong mulai dari tanggal 24 Maret s.d. 24 Juni 2021.

Demikianlah surat keterangan ini dibuat dengan sebenarnya, agar dapat dipergunakan sebagaimana mestinya.



Curup, 17 Juli 2021

Kepala SMKN 1 Rejang Lebong

Drs. Hartono

NIP. 19640217 199512 1 001

**SPEAKING ASSESSMENT RUBRIC**  
( DIALOG SPEAKING ABOUT THE NEW YEAR )

SCORES : ... 8... / 25 pre test

NAME : .....  
CLASS : F TK 4  
DATE : 10 April 2021

|                      | 5   | 4   | 3   | 2  | 1  |
|----------------------|---|---|---|--|--|
| <b>Pronunciation</b> | Easy to understand and has native speaker accents   | Easy to understand even with a certain accent                                 | There is a pronunciation issue that keeps the listener from full concentration and sometimes create misunderstandings | There is more pronunciation issue that keeps the listener from full concentration and sometimes create misunderstandings | Pronunciation problems are so serious that the listener cannot be understood     |
| <b>Grammar</b>       | No or few grammatical errors                        | Sometimes make grammatical errors but not affect the meaning                  | Often make grammatical mistakes the affect meaning  | Many grammatical errors that block meaning and often rearrange sentences   | Grammatical mistakes are so severe that the listener are difficult to understand |
| <b>Vocabulary</b>    | Use vocabulary and expressions like native speakers | Sometimes use inappropriate vocabulary  | Often using inappropriate vocabulary, the conversation becomes limited due to the limitations of the vocabulary       | Using vocabulary incorrectly and limited vocabulary so difficult to understand   | Vocabulary is so limited that conversation is impossible                         |
| <b>Fluency</b>       | It is fluent as native speakers                     | It seems slightly disturbed by language problems                              | It somewhat disturbed by language problems  | Hesitated and stalled due to language limitations  | Talk is discontinued so that conversation is impossible                          |
| <b>Comprehension</b> | Understanding all without difficulty                | Understand almost everything, even if there is repetition in certain sections | Understand most of what is said when talking is slowed somewhat despite repetition                                    | It's hard to keep up with what's being said  | Cannot understand simple conversation  |

ASSESSMENT RUBRIC

( DIALOG SPEAKING ABOUT THE EID AL-FITR )

SCORES : 20.../25 post test

KusniA  
 x TKY  
 27 Mei 2021

|               |   |   |   |   |   |   |   |  |   |  |
|---------------|---|---|---|---|---|---|---|--|---|--|
| Pronunciation | 5 | Easy to understand and has native speaker accents   | 4 | Easy to understand even with a certain accent                                 | 3 | There is a pronunciation issue that keeps the listener from full concentration and sometimes create misunderstandings | 2 | There is more pronunciation issue that keeps the listener from full concentration and sometimes create misunderstandings | 1 | Pronunciation problems are so serious that cannot be understood        |
|               | 5 | No or few grammatical errors                        | 4 | Sometimes make grammatical errors but not affect the meaning                  | 3 | Often make grammatical mistakes the affect meaning  | 2 | Many grammatical errors that block meaning and often rearrange sentences   | 1 | Grammatical mistakes are so severe that are difficult to understand    |
| Vocabulary    | 5 | Use vocabulary and expressions like native speakers | 4 | Sometimes use inappropriate vocabulary  | 3 | Often using inappropriate vocabulary, the conversation becomes limited due to the limitations of the vocabulary       | 2 | Using vocabulary incorrectly and limited vocabulary so difficult to understand   | 1 | Vocabulary is so limited that conversation is impossible               |
|               | 5 | It is fluent as native speakers                     | 4 | It seems slightly disturbed by language problems                              | 3 | It somewhat disturbed by language problems  | 2 | Hesitated and stalled due to language limitations  | 1 | Talk is discontinued or interrupted so that conversation is impossible |
| Comprehension | 5 | Understanding all without difficulty                | 4 | Understand almost everything, even if there is repetition in certain sections | 3 | Understand most of what is said when talking is slowed somewhat despite repetition                                    | 2 | It's hard to keep up with what's being said  | 1 | Cannot understand simple conversations                                 |



**SPEAKING ASSESMENT RUBRIC**  
( DIALOG SPEAKING ABOUT THE EID AL-FITR )

SCORES : 20 / 25 post test

FIRMAN  
X TEI  
27 Mei 2011

|                      |  |  |  |   |   |
|----------------------|--|--|--|---|---|
| <b>Pronunciation</b> | 5<br>Easy to understand and has native speaker accents   | 4<br>Easy to understand even with a certain accent                                 | 3<br>There is a pronunciation issue that keeps the listener from full concentration and sometimes create misunderstandings | 2<br>There is more pronunciation issue that keeps the listener from full concentration and sometimes create misunderstandings | 1<br>Pronunciation problems are so serious that they cannot be understood     |
|                      | 5<br>No or few grammatical errors                        | 4<br>Sometimes make grammatical errors but not affect the meaning                  | 3<br>Often make grammatical mistakes the affect meaning  | 2<br>Many grammatical errors that block meaning and often rearrange sentences   | 1<br>Grammatical mistakes are so severe that they are difficult to understand |
| <b>Vocabulary</b>    | 5<br>Use vocabulary and expressions like native speakers | 4<br>Sometime use inappropriate vocabulary   | 3<br>Often using inappropriate vocabulary, the conversation becomes limited due to the limitations of the vocabulary       | 2<br>Using vocabulary incorrectly and limited vocabulary so difficult to understand   | 1<br>Vocabulary is so limited that conversations are impossible               |
|                      | 5<br>It is fluent as native speakers                     | 4<br>It seems slightly disturbed by language problems                              | 3<br>It somewhat disturbed by language problems  | 2<br>Hesitated and stalled due to language limitations  | 1<br>Talk is discontinuous and interrupted so that conversation is impossible |
| <b>Fluency</b>       | 5<br>Understanding all without difficulty                | 4<br>Understand almost everything, even if there is repetition in certain sections | 3<br>Understand most of what is said when talking is slowed somewhat despite repetition                                    | 2<br>It's hard to keep up with what's being said  | 1<br>Cannot understand even simple conversation                               |
|                      | <b>Comprehension</b>                                     |  |  |   |   |



**SPEAKING ASSESMENT RUBRIC**  
( DIALOG SPEAKING ABOUT THE NEW YEAR )

SCORES : ..... / 25 pre test

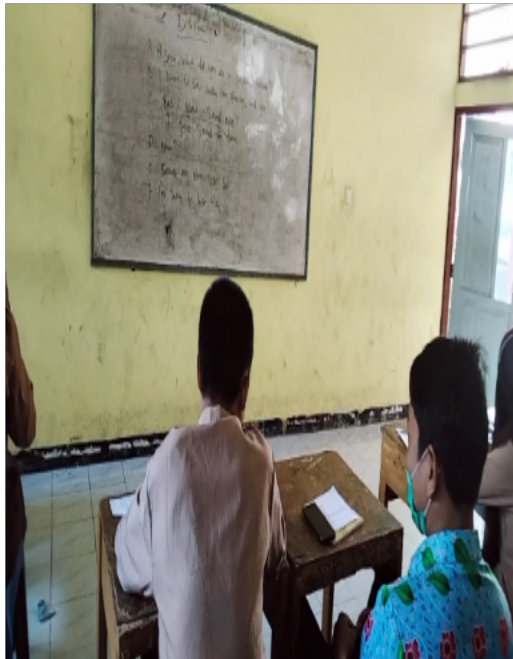
NAME : M. BINTARA  
CLASS : X TE  
DATE : 10 April 2021

|                      |   |   |   |   |   |   |   |  |   |  |
|----------------------|---|---|---|---|---|---|---|--|---|--|
| <b>Pronunciation</b> | 5 | Easy to understand and has native speaker accents   | 4 | Easy to understand even with a certain accent                                 | 3 | There is a pronunciation issue that keeps the listener from full concentration and sometimes create misunderstandings | 2 | There is more pronunciation issue that keeps the listener from full concentration and sometimes create misunderstandings | 1 | Pronunciation problems are so serious that cannot be understood          |
|                      | 5 | No or few grammatical errors                        | 4 | Sometimes make grammatical errors but not affect the meaning                  | 3 | Often make grammatical mistakes the affect meaning  | 2 | Many grammatical errors that block meaning and often rearrange sentences   | 1 | Grammatical mistakes are so severe that they are difficult to understand |
| <b>Vocabulary</b>    | 5 | Use vocabulary and expressions like native speakers | 4 | Sometime use inappropriate vocabulary   | 3 | Often using inappropriate vocabulary, the conversation becomes limited due to the limitations of the vocabulary       | 2 | Using vocabulary incorrectly and limited vocabulary so difficult to understand   | 1 | Vocabulary is so limited that conversations are impossible               |
|                      | 5 | It is fluent as native speakers                     | 4 | It seems slightly disturbed by language problems                              | 3 | It somewhat disturbed by language problems  | 2 | Hesitated and stalled due to language limitations  | 1 | Talk is discontinued interrupted so that conversation is impossible      |
| <b>Comprehension</b> | 5 | Understanding all without difficulty                | 4 | Understand almost everything, even if there is repetition in certain sections | 3 | Understand most of what is said when talking is slowed somewhat despite repetition                                    | 2 | It's hard to keep up with what's being said  | 1 | Cannot understand even simple conversation                               |

## Documentation















## BIOGRAPHY



Robert .R was Born in Curup, rejang lebong regancy, Bengkulu in september 21<sup>th</sup>.he is the first boy of Mr Robinson and Mrs Nanin

Sudiar . He have two siblings namely Arief .R and Aulia .R.He studied at SDN 2 Curup in 2010. He continued his study at SMPN 1 Curup in 2013. During 2014-2016 he studied at MAN 1 Curup. Then he continued his study at IAIN Curup in English Tadris Study Program. During his study, he has followed organizations both intra and extra campus, there are :

1. **HMPS TBI ( Himpunan Mahasiswa program study tadris bahasa inggris )** as the leader of art and performance devition during 2018-2019
2. **SBPP ( Sanggar Bumei Pat Petulai )** as the member of dance Rejang Lebong during 2019-2020