



## **Enhancing Students' Speaking Skill by Applying Think Pair Share Technique to the Seventh Grade Students of SMP Tri Sakti Lubuk Pakam**

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### **Abstract**

This research was mainly conducted in order to prove that Think Pair Share Technique could improve speaking skill of the seventh grade students of SMP Tri Sakti Lubuk Pakam and to describe their responses towards think pair share technique in the processes of learning speaking skill. The quantitative data analysis showed the mean score increase from 41,7 in Pre-test with 0% of the students got score  $\geq 70$ , in Formative-test 49,16 with 0% of the students got score  $\geq 70$ , and 60,52 in Post-test with 55,55% of the students got score  $\geq 70$ . This is Classroom Action Research (CAR). The research findings showed that teaching speaking skill by applying Think Pair Share Technique to the seventh grade students of SMP Tri Sakti Lubuk Pakam could improve their speaking skill. It is advisable that English teachers try applying Think Pair Share Technique in teaching speaking skill.

**Key words:** *Speaking skill, Think pair Share, Classroom Action Research*

### **Introduction**

Most people around the world use English as communication. In learning English language, there are four skills should be taught to students. They are listening, speaking, reading and writing. Among those four language components that should be mastered by students. Speaking is more frequently in communication. Language is defined as a means of communication for human beings to interact to one another. According to Nelson (1996:4), language is a communicative tool, and a medium through which knowledge and cultural forms are conveyed. Language is also a forum for people who are often involved in economic, political, bussines, and educational affairs. This shows that the language has a wide scope in all aspects of human life.

Moreover, speaking is the most important part of human life use to communicate because since human beings were born, they are taught to communicate firstly by their parents. According to Fulcher (2003:23), speaking is the use of language to communicate to another. It means that speaking is the first way to interact with others in the social community. According to Gulo, et al. (2018:179), many



people are able to speak but difficult to write, because in nature language is spoken. As social human, people always interact and communicate one another.

One of the problems might be that English is not always used outside the classroom because teachers and students prefer to speak Indonesian to English. This is understandable since English in Indonesian is taught as a foreign language, not a second language. There are several teaching techniques that can be applied in teaching speaking. They are Think Pair Share, Role Play, Debate, and Presentation, Practice and Production. In this study, the writer will focus on enhancing students' speaking skill by implementing Think Pair Share (henceforth, TPS) technique to improve students' speaking skill. One of the most effective technique in cooperative learning is the (TPS) which was developed by Lyman (1981). Using this technique, all of the students can be involved in the learning process effectively. Erlinna Dewi Sanjani (2015) in her thesis, "Improving Students' Speaking Ability Using Think-Pair-Share of Cooperative Learning for the Seven Grade Students of MTSN Karangmojo in the academic year of 2014-2015". The result of the research, it can be seen that there is improvement of the students' speaking ability through the use Think-Pair-Share. The students made improvement in some aspects of speaking skills in vocabulary and pronunciation and the students were more confident to speaking English. Writer believes that Think Pair Share teaching technique can improve students' speaking skill effectively. To get a good achievement for English subject, students are taught to think individually and discuss the ideas with their partner and then share the result of discussion in the classroom.

Based on the interview with ma'am Sisil as a teacher of SMP Tri Sakti Lubuk Pakam and the writer there were some problems, First, the students are lack vocabulary thus it makes them difficult to express their ideas in English. Second, the students are lack of self confidence. Third, the students are a lack of motivation. Fourth, the students pronunciation is weak. In short, the student are not fluent in English when they are speaking or presenting something in the class.

Based on the problems that writer has observed, the writer is interested in conducted a research focusing on speaking skill by applying TPS technique to the seventh grade students of SMP Tri Sakti Lubuk Pakam in Academic Year of 2022/2023.



## **Methodology Research**

Classroom Action Research ( henceforth, CAR). According to Burns (2010:5), action research is carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/ learning process. CAR has to focussed on the things that happens in the classroom. According to McKay (2006: 29), action research has three major characteristics: it is carried out by practitioners ( i.e., classroom teachers), it is collaborative, and it is aimed at changing things. Moreover, Winter Giddings (2001:8) state that action research is the study of a social situation carried out by those involved in that situation in order to improve both their practice and the quality of their understanding. Based on the defenition above, the writer conclude that designed classroom action research could help teachers to find out what is going on in their classroom and changging something to be better to get real effect on this situation.

## **Procedures of the Study**

In this Classroom Action Research (CAR), the writer uses the model developed by Kemmis and Mc Taggart (1993:48). There are four components in one cycle for conducting classroom action research namely planning, action, observation and reflection.

### **Cycle I**

#### **Planning**

The activities in the planning of cycle one one are:

1. Preparing the lesson plan
2. Designing the steps in doing action technique TPS
3. Preparing list of students name and scoring
4. Preparing teaching aids such as : blackboard, and marker
5. Preparing tests( pre-test, formative-test and post-test)
6. Determining the collaborator who helps the writer to do this research
7. Preparing the field notes

#### **Action**

Action is the process of doing what have been planned. The first meeting of this cycle, the writer conducts pre-test. In the pre-test, the writer will see the students speaking skill. The writer asks the students to introduce themselves one by one. In the second meeting, students are introduced about TPS. The writer starts to introduce the teaching and learning material of apology. Then,she gives example about conversation of apologizing. The writer also asks the students to make their own conversation. In the third meeting, the writer will divide students into groups and share topics then, students discuss with the group and explain in front of the class.

#### **Observation**

Observation sheet is used to record both positive and negative points in every activity in the classroom. The use of observation sheet in this cycle is focused on confirming whether the planned classroom activities helps students to be more ready to implement patterns technique TPS. There are two observation sheets used in this cycle: First, observation sheet which is used to see the contribution technique of TPS, Second, observation sheet which is used to evaluate the teaching and learning



process, which is filled out by the English teacher when the writer presents the planned classroom activities in the classroom.

### **Reflection**

To reflect the result of the data on cycle 1, the writer will analysed the data of cycle 1 and compare between pre-test and formative-test. It is intended to know the students speaking skill when using TPS technique. If the reflecting cycle 1 does not show the good result of the students' speaking skill, it is needed to continue the cycle 2.

### **Cycle II**

The procedures of action research in the second cycle are shown as follows:

#### **Planning**

1. Preparing the lesson plan
2. Preparing media related to the material which is given to the students
3. Trying to open the students mind in order to make them to be creative in thinking process about the material
4. Preparing the observation sheet
5. Preparing the test in this cycle

#### **Action**

Action is the process of doing what have been planned. In the fourth meeting of this cycle, the writer will do the formative test to see the result of teaching speaking skill by applying TPS technique in the cycle 1. Then, the writer ask the students to create their own topic. In the fifth meeting the writer asks students to practice in front of the class and give the revision or correction include the positive comments and suggestion about the vocabulary, accuracy, pronunciation, fluency. In the sixth meeting, the writer and students discuss the teaching and learning process material. Finally, the writer gives the post-test in the last meeting. In the post-test, the writer hopes the students get good scores and satisfying result in the implementation technique TPS in speaking skill.

#### **Observation**

In cycle two, an observation is also conducted using observation sheets to evaluate the teaching and learning process: how the learning activities can support students to apply Think Pair Share technique and also to see the improvement of students; speaking skill.

#### **Reflection**

The way of reflecting actions in cycle 2 is similar with cycle 1: there is no changes. The writer reflects anything that has been done before. The reflection is based on data, oral test and observation sheet.

### **The Location and Time of the Study**

This study is conducted at SMP Trisakti Lubuk Pakam. It is located at Jalan Pematang Siantar No.80.A Lubuk Pakam, kecamatan Lubuk Pakam, Kabupaten Deli Serdang. The writer has two reason to chooses this school as the location of the research. They are: The first based on interview with teacher SMP Tri



SaktiLubukPakam it is needed to enhancing the speaking skill of the seventh grade students of SMP Tri SaktiLubukPakam by applying Think Pair Share Technique.theThe writer choses this school because there has never been other who conducted the same study before at the school. This study will be conducted in July 2023.

### **The Subject of the Study**

The subjects of this study are the student of SMP Trisakti. There is only one classthe seventh grade with total member 36 students. Consisting of 21 male and **15 female.Types of Data**

The data of this research are qualitative and quantitative data. According to Bryman and Bell (2007:374), qualiatative indicates the relationship between theory and research and usually emphasizes on how theories were generated. The quantitative data are obtained form the students' pre-test, formative test, and post-test on speaking skill. They are used to measure students' speaking skill. Qualitative data are obtained form the students observation sheet, field notes,questionaire.

### **The Instrument of Data Collection**

In this study, the data are collected in the form of qualitative data and quantitave data. The qualitative data are used to describe the situation during teaching and learning process. They are collected by using observation sheet,questionnaire and fields note. The quantitative data are obtained from students' pre-test , formative test and post-test scores . The following is the explanation of the data.

### **Observation sheet**

Observation is intended to seeand to know about all conditions that happens during the teaching learning process including the teachers, students and situation in the class. The writer uses checklist observation to make it more systematic , containning list of students' activities and responses which might happen in the process of teaching and learning by applying Think Pair Sharetechnique. In this case the writer worked together with the English teacher as her collaborator to work on this observation sheet.



## Result and Discussion

### Data Analysis

There are two types of data which were analysed to find out of the result of enhancing students' speaking skill by applying think pair share technique, they are quantitative and qualitative data.

### Quantitative Data

The quantitative data was taken from the test result of students, namely pre-test before treatment, formative test after cycle one, post-test after cycle two. The complete result of the students' score in every test could be seen from (appendix 1) the table and the histogram of score interval and frequency.

**Table 4.1 Pre-Test Score Interval**

Score Interval	Frequency	Percentage
28-31	3	9%
32-35	4	11%
36-39	2	5%
40-43	15	42%
44-47	5	14%
48-51	5	14%
52-56	2	5%
<b>Total</b>	<b>36</b>	<b>100%</b>

Scoring interval is found by applying by this formula:

$$\text{Scoring interval (P)} = \frac{R}{K}$$



$$\frac{X_n - X_1}{1 + 3,3 \log n}$$

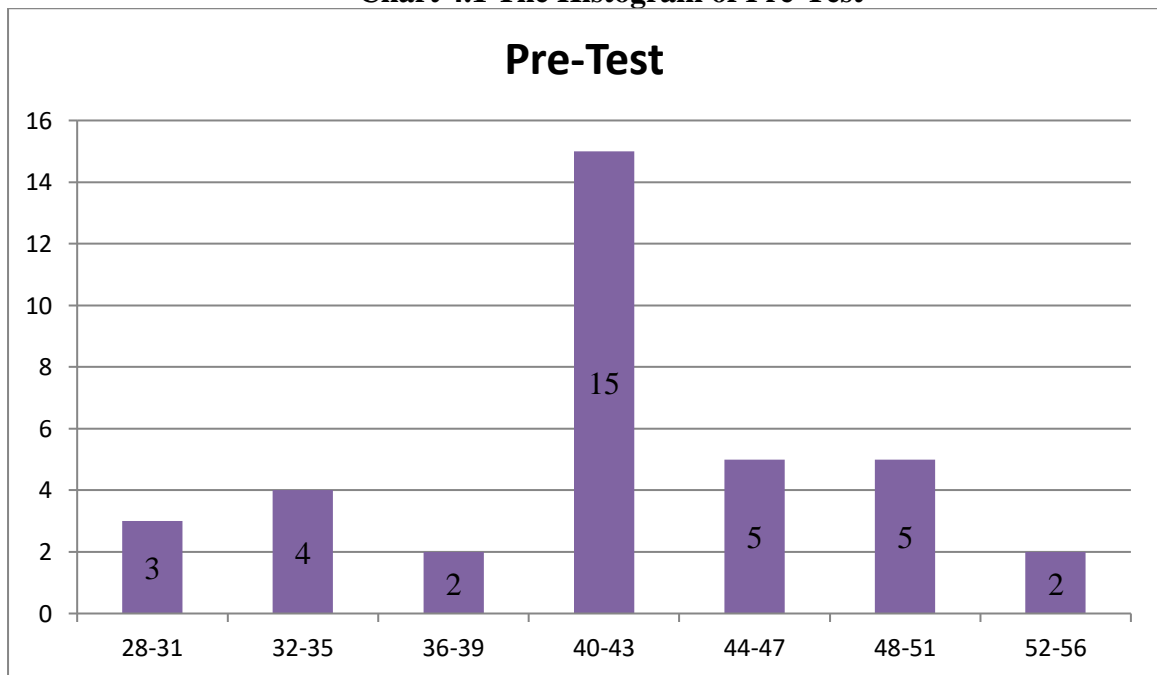
Where:

- a. The division of distance (R) =  $X_n$  (the highest score) -  $X_1$  (the lowest score) in which  $X_n = 54$  and  $X_1 = 28$
- b. The sum of the whole data (K) =  $1 + \log n$
- c.  $n$  = the number of data,  $\log 36 = 1.55$

$$\text{Thus } P = \frac{R}{K} = \frac{54 - 28}{1 + \log n} = \frac{26}{1 + 1,55} = \frac{26}{2,55} = 10,2$$

From the table of pre-test score interval and frequency, the writer presented the data of pre-test in chart.

**Chart 4.1 The Histogram of Pre-Test**



From the histogram of pre-test, the highest frequency for score interval was 40-43 were 15 students (42%). There were 3 students (9%) who occupied in score interval 28-31. There were 5 students (14%) who occupied in score interval 44-47 and 48-51. There were 4 students (11%) who occupied in score interval 32-35. The lowest of frequency for score interval 36-39 and 52-56 was 2 students (5%). It means no student could achieve those scores.

**Table 4.2 Formative Test Score Interval**

Score Interval	Frequency	Percentage
37-40	4	11%
41-44	6	17%
45-48	4	11%
49-52	8	22%



<b>53-56</b>	<b>10</b>	<b>27%</b>
<b>57-60</b>	<b>3</b>	<b>9%</b>
<b>61-64</b>	<b>1</b>	<b>3%</b>
<b>Total</b>	<b>36</b>	<b>100%</b>

Scoring interval is found by applying by this formula:

$$\text{Scoring interval (P)} = \frac{R}{K}$$

$$= \frac{X_n - X_1}{1 + 3,3 \log n}$$

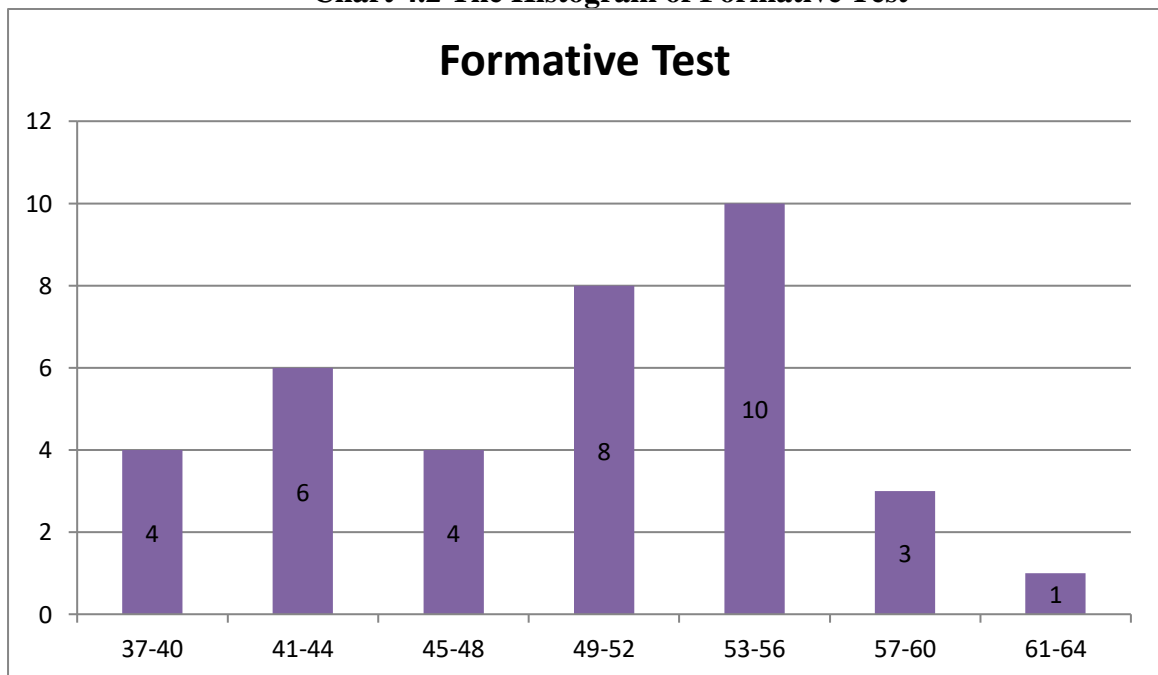
Where:

- The division of distance (R) =  $X_n$  (the highest score) -  $X_1$  (the lowest score) in which  $X_n = 61$  and  $X_1 = 37$
- The sum of the whole data (K) =  $1 + \log n$
- $n$  = the number of data,  $\log 36 = 1.55$

$$\text{Thus } P = \frac{R}{K} = \frac{61 - 37}{1 + \log n} = \frac{24}{1 + 0,55} = \frac{24}{1,55} = 15,48 = 4$$

From the table of formative test score interval and frequency, the writer presented the data of formative test in chart.

**Chart 4.2 The Histogram of Formative Test**



From the histogram of formative test, the highest frequency score interval was score 53-56 were 10 students (27%). There were 4 students (11%) occupied in score interval 37-40 and 45-48. There were 6 students (17%) who occupied in score interval 41-44. There were 8 students (22%) who occupied in score interval 49-52. There were





3 students (9%) who occupied in score interval 57-60. The lowest frequency score interval was score 61-64 were 1 student (3%).

**Table 4.3 Post-Test Score Interval**

Score Interval	Frequency	Percentage
50-54	1	3%
55-59	1	3%
60-64	2	6%
65-69	12	33%
70-74	13	36%
75-79	2	6%
80-84	5	13%
<b>Total</b>	<b>36</b>	<b>100%</b>

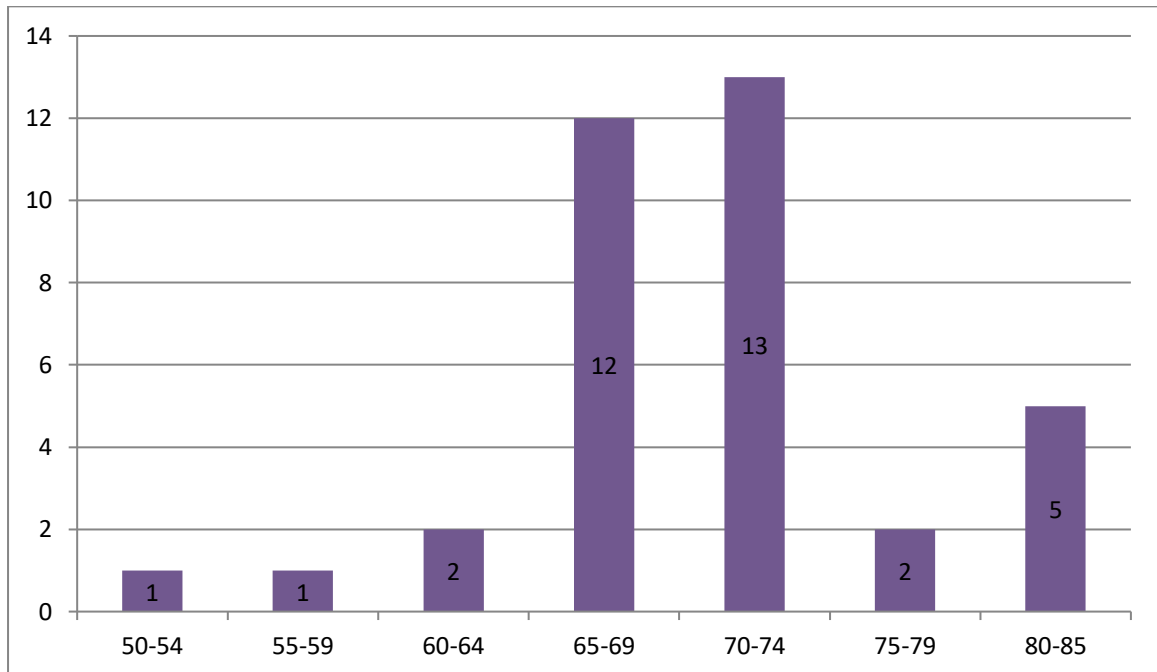
Scoring interval is found by applying by this formula:

$$\text{Scoring interval (P)} = \frac{R}{K} = \frac{X_n - X_1}{1 + 3,3 \log n}$$

Where:

- i. The division of distance (R) =  $X_n$  (the highest score) –  $X_1$  (the lowest score) in which  $X_n = 85$  and  $X_1 = 50$
- ii. The sum of the whole data (K) =  $1 + \log n$
- iii.  $n =$  the number of data,  $\log 36 = 1.55$   
 Thus  $P = \frac{R}{K} = \frac{85 - 50}{1 + \log n} = \frac{35}{1 + 5,11} = \frac{35}{6,11} = 5$

From the table of formative test score interval and frequency, the writer presented the data of formative test in chart.



From the histogram of post-test, the highest frequency for score interval was score 70-74 were 13 students (36%). There were 2 students (6%) who occupied in score interval 60-64 and 75-79. There were 12 students (33%) who occupied in score interval 65-69. There were 5 students (13%) who occupied in score interval 80-84. The lowest of frequency for score interval 50-54 and 55- 59 were 1 student (3%).

To find out the students' mean score in each test, the writer applied the following formula:

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

From the formula above, the result of the students' mean score could be seen as follows:

- In pre-test, the total score of the students is  $\frac{1501,5}{36} = 41,7$
- In formative test, the total score of the students is  $\frac{1770}{36} = 49,16$
- In post-test, the total score of the student is  $\frac{2179}{36} = 60,52$

Finally, from the result of the tables and chart of pre-test, formative test, and post-test the writer presented the conclusion of quantitative data as follows:

**Table 4.4 Quantitative Data**

Component	Pre-Test	Formative Test	Post Test
Mean	41,7	49,16	60,52
Median	41,6	53,83	70,26
Mode	41,35	56,5	69,91

To find out the percentage of the students' improvement score from pre-test, formative test, post-test, the writer applied the following formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$



Which:

P= Percentage number of students,

y1= The number of those who get the highest mean,

y= The number of those who get the lowest mean.

Students' improve score from pre-test to formative test:

$$P = \frac{49,16 - 41,7}{41,7} \times 100\%$$

$$P = \frac{7,46}{41,7} \times 100\%$$

$$P = 17,88\%$$

Students' improve score from pre-test to post-test

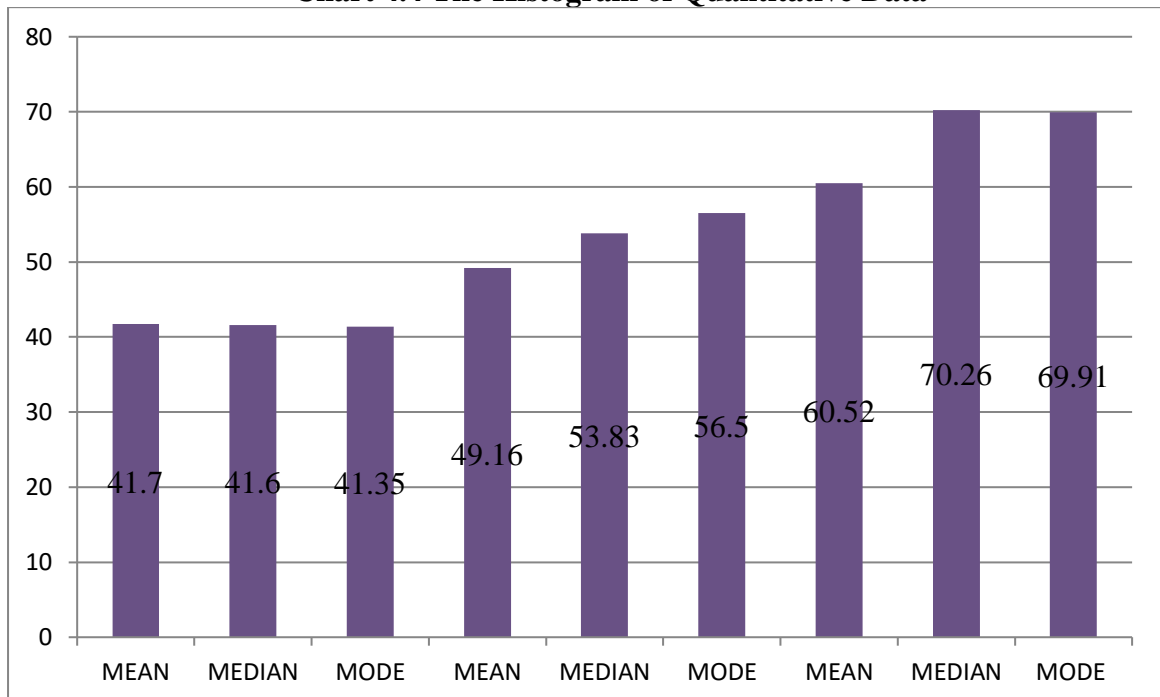
$$P = \frac{60,52 - 41,7}{41,7} \times 100\%$$

$$P = \frac{18,82}{41,7} \times 100\%$$

$$P = 45,13\%$$

Thus percentage of the students' improve score from pre-test to formative test is 17,88% and from pre-test to post-test is 45,13%. The calculate percentage of students' improve score attached in apendix. From the table of quantitative data, the writer presented the quantitative data in the following chart.

**Chart 4.4 The Histogram of Quantitative Data**



From result of the students' score, it is concluded that the students mean score increased. It could be seen from the mean score in pre-test, formative test and post-test. In pre-test, the students' mean score was 41,7 while the students' mean score in the formative test was 49,16 and in post-test was 60,52.



Then the mode and median of the students score in post-test were the higher than pre-test. It meant that there was development of the students' speaking skill by applying think pair share technique. The percentage of the students' achievement in speaking test was presented as follows:

**Table 4.5 Percentage of students' achievement who got score 70**

Test	Students who got $\geq 70$	Percentage
Pre-test	0	0
Formative test	0	0
Post-test	20	55,55%

To find out the percentage of the students who passed the Mastery Minimum Criteria was:

$$P = \frac{R}{T} \times 100\%$$

From the formula above, the result of the students' percentage score could be seen as follows:

1. In Pre-test, the total member of the students who pass the Mastery Minimum Criteria was:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{0}{36} \times 100\%$$

$$P = 0\%$$

2. In formative test, the total number of the students who pass the Mastery Minimum Criteria was:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{0}{36} \times 100\%$$

$$P = 0\%$$

3. In the post-test, the total number of the students who pass the Mastery Minimum Criteria was:

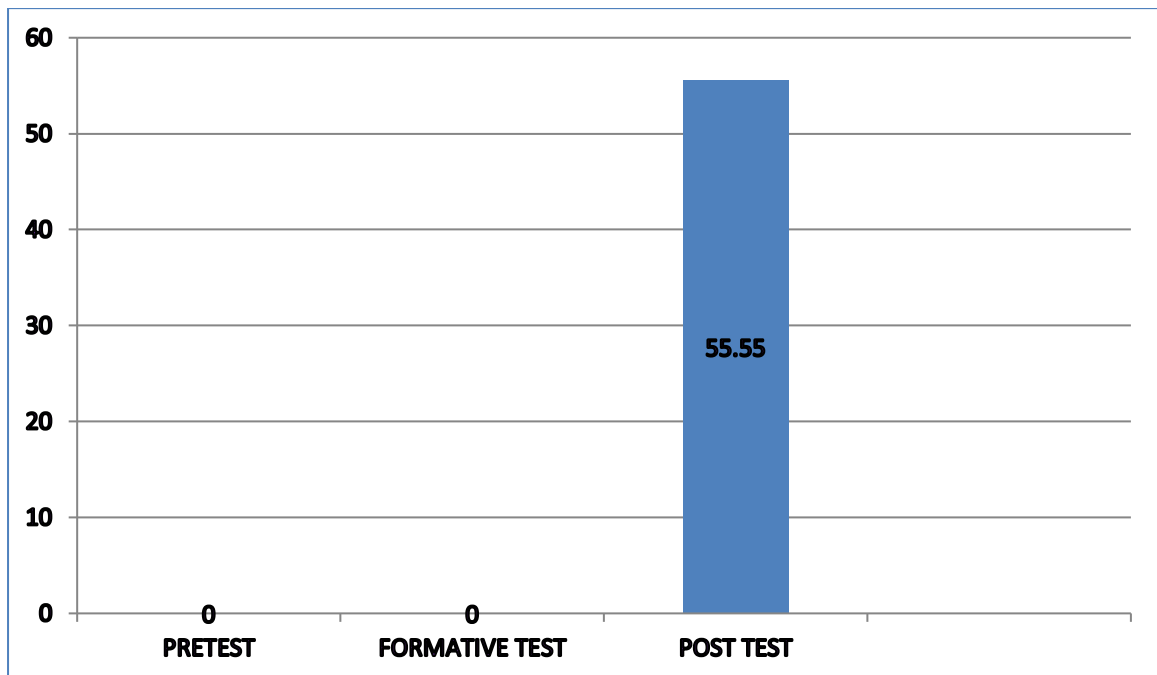
$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{20}{36} \times 100\%$$

$$P = 55,55\%$$

From the percentage of students' achievements, the writer presented the data in histogram

**Chart 4.5 The histogram of percentage of students' achievement who got  $\geq 70$**



#### 4.1.2 Qualitative Data

The qualitative data were taken from observation sheet, fields notes and questionnaires. The qualitative data were elaborated as follows:

##### a. Fields Notes

Fields notes are used to collect the data of students activity during the teaching learning process. The writer wrote down the field notes in every meeting during the research was conducted. The detail of the process could be seen in the following explanation.

##### **Pre-test: Monday, may 29<sup>th</sup>2023**

The writer came to the class with the English teacher as collabolorator. The English teacher greeted the students then the leader of the class gave a command to stand up and greeted the teacher. The teacher told the students that the writer would replace him during the research. After that the English teacher asked the writer to introduce herself and her purpose. The writer greeted the students and told about her purpose. After that the teacher gave the learning process to the writer. Then, the writer asked the students to do the pre-test before the treatment was given in the next meeting. The writer asked the students to make procedure text and gave them around 15 minutes to prepare it and after finishing their procedure text, students had to explain in front of the class. They were really surprised because they did not have any preparation at all. The class was so noisy for a while because they tried to ask one each other, but the writer expalined that they did not need to worry about that, the writer asked them to speak what they wanted to say in their procedure text. During the test, they looked so nervous, many of them did not know what to say. The writer recorded students' speaking performances and collabolorator also gave the score for the students' speaking performances. After finishing the test, the writer said leave taking.

##### **The First Meeting: Tuesday, May 30<sup>th</sup>2023**



Teacher opened the class by greeting the students, asked about their condition and pointed out one of the students to lead the prayer. The first material at the time was procedure text. The teacher taught them procedure text, it was about goal, materials, steps, and example procedure text. After that the teacher asked the students to mention the example procedure text it was very difficult for some students to mention the example of procedure text, so the teacher gave the students the example of procedure text to the students. Then, the teacher asked the students to read the text one by one to in front of the class. In this meeting only ten students spoke up in front of the class because the time was over. The teacher told them it was continued in the next meeting.

### **The Second Meeting: Wednesday, May 31<sup>th</sup> 2023**

The teacher greeted the students, asked one of the students to lead prayer and then checked students' attendance list. After that, the teacher continued the previous material about procedure text. The teacher asked the students about the material in last meeting. The students were asked to remember what they had already learned, and asked each student who did not speak up in the last meeting. Many of students looked so nervous and shy, it could be seen from their performances most of the students forgot about what they already read and others looked so hesitate to ask, when finding unclear lesson from the material they choose to keep silent, then the teacher told them that in the next meeting the teacher would explain the material clearer. Teacher said leave taking to the students.

### **Formative test: Thursday, June 1<sup>st</sup> 2023**

The teacher greeted the students, asked one of the students to lead the prayer and then checked students' attendance list. The students were asked to sit down and asked some questions related to the last material. In this part, the teacher explained about procedure text and paired think pair share technique and what students should do at the time. After explaining the material, the teacher divided the students into 6 groups, each of group consist 6 students. After the teacher divided them into some groups, the teacher gave them common to choose paper ball, which is the paper there are several topic about how to make something. After they choose, the teacher gave 20 minutes to discuss with their groups and then share about the topics in front of the class. The students looked more active and cooperative one each other during their discussion. Although they still looked so nervous in this meeting only three groups could perform their story in front of the class because the time was over. Teacher told them it was continued in the next meeting. After the teacher said leave taking to the students.

### **The Fourth Meeting: Monday, June 5<sup>th</sup> 2023**

The fourth meeting the teacher greeted the students, asked one of students to lead the prayer, and checked the students' attendance list. After that the teacher continued the previous material about procedure text. The teacher asked the students to sit down again with their group and each group that did not perform their procedure text, they have to perform it in front of the class. At the time some groups seem not ready to perform their topics about procedure text so the teacher gave them 10 minutes to prepare everything they needed. After all groups perform their topic the teacher asked the students to give applause. Teacher said leave taking to the students.



### **The Fifth Meeting: Tuesday, June 6<sup>th</sup>2023**

The fifth meeting was the first meeting of teaching and learning process in cycle II. The teacher opened the class by greeted the students and asked students' condition. Before teaching the teacher asked one student to lead a prayer. The students were asked to sit based on their groups again after that the teacher did brainstorming by asking question related to the new learning material about procedure text. The teacher taught them about goal, material, and steps for example how to make fried noodle. The teacher said leave taking to the students.

### **The Sixth Meeting: Wednesday, June 7<sup>th</sup>2023**

The teacher greeted the students, asked one of the students to lead the prayer, and checked the students attendance list. The students were asked by the teacher to sit down again with their groups before teacher explain about the characteristic linguistic of procedure text. The teacher told the students when they wanted to make procedure text. They had to use imperative sentences, use action verbs, use connectives, using simple present. After that, the teacher asked them when they wanted to explain. They did not need to focus on the text that have already given by the teacher. Then, the teacher gave a topics they were also given 20 minutes to prepare their procedure text. Then the teacher asked them to perform it. The students looked so relax and fun at the time, and they really enjoyed. After all students had performed, then the teacher said leave taking to the students.

### **The Seventh Meeting: Monday, June 12<sup>nd</sup>2023**

The teacher greeted the students, asked one of students to lead prayer, and checked the students' attendance list. In this meeting were asked to sit their groups again and then the teacher asked student about their difficulties in learning procedure text and made them clear for them. Teacher also emphasized that the students should use simple present tense while spoke up about procedure text. In last meeting of treatment by using think pair share technique, teacher saw that students were fluent and confident in speaking and pronunciation were better. It was really different from the first meeting until the last. However, there were students who were low in their speaking performance but it was better than the previous meeting in the cycle I. They had tried to do their best and they had tried to speak up though they felt difficult to begin at first. Then the teacher concluded all about the material, gave review all the materials from the first meeting until today at home and students prayed and said leave taking.

### **Post Test: Tuesday, June 13<sup>rd</sup>2023**

The eight meeting was the last meeting of teaching and learning process in cycle II in which students would ask to do a test. The teacher greeted the students, asked one of students to lead prayer, and checked the students' attendance list. Then, the writer did brainstorming by asking students some questions about previous lesson. Then the teacher asked students to move directly and sit down with their groups because they would have a speaking test. Teacher explained that the students would be asked to speak up as usual they did in treatment but in this chance, teacher would take the score of their speaking performance and their friends could not help them as long as they speak to present about their ideas although they sat down in groups. In this test, they still had time to discuss for 15 minutes about the topic given but they could



not help their friend. They followed the test and the rules well. They tried to speak up and develop their ideas fluently, but there were still some students who were mispronunciation and very slow in their speaking performance. However, there were some students who were very fluent, smooth, and almost none of mispronunciation but they were not be taken for a native speaker. The test took 60 minutes after the test had finished, teacher asked the students to fill the questionnaires for 15 minutes and teacher as the writer thanked all the students and the collaborator for 1 month conducted the research in the classroom. Before closing teacher and students prayed and said leave taking.

**b. Observation Sheet**

observation sheet was focused on the problem, facts, situation and description during the teaching and learning process including students' activities and interaction in the classroom. The observation sheet was made by the writer to be checked by the teacher who acted as collaborator and observed the teaching and learning process in the cycle I and cycle II( could be seen in appendix2). Think pair share technique was applied in the process of teaching speaking in the classroom. The complete data can be seen as follows:

**Table 4.6 Observation Sheet Cycle I and Cycle II**

Date : 30<sup>th</sup>, 31<sup>th</sup>, 1<sup>st</sup>, 5<sup>th</sup> (Cycle I) and 6<sup>th</sup>, 7<sup>th</sup>, 12<sup>nd</sup> (Cycle II)

Collaborator : Cecillia Augus Tobing, S.Pd

Students Class VII SMP Tri Sakti Lubuk Pakam

CRITERIA	Cycle I		Cycle II	
	YES	NO	YES	NO
<b>TEACHER</b>				
1. The teacher prepares teaching material systematically	✓		✓	
2. The teacher greets the students	✓		✓	
3. The teacher does brainstorming to introduce the topic	✓		✓	
4. The teacher explains the objectives of teaching	✓		✓	
5. The teacher explains the material clearly	✓		✓	
6. The teacher concludes the lesson	✓		✓	
7. The teacher manages time effectively and efficiently	✓		✓	
<b>STUDENTS</b>				
1. The students pay attention to the teacher's explanation	✓		✓	
2. The students ask the teacher if there is something unclear		✓	✓	
3. The students feel interested in teaching learning process	✓		✓	
4. The students do exercises seriously	✓		✓	
<b>SITUATION</b>				
1. The classroom is comfortable(clean, calm and organised)	✓		✓	





2. The classroom is not noisy	✓		✓	
3. The classroom has teaching aids(whiteboard,marker and proyektor)	✓		✓	

From the observation sheet that the writer focused on the situation of teaching learning process. We could see that there was the improvement of student from cycle I into Cycle II. In cycle I, there were some of students not active in asked the teacher if there were something unclear. It happened because there were some students were not pay their attention to the teacher.

However, in cycle II there were most of students were active in asked the teacher because in teaching learning process they pay full their attention. They have tried to do their best. The observation sheed showed that the teaching learning process by using think pair share technique was carried out well.could be seen from students' responses and the improvement of their performance when they spoke up in front of the class during teaching learning process in the classroom.

**c. Questionnaire**

Questionnaire were conducted to know the students responses in teaching learning process by applying think pair share technique whether the technique was appropriate with enhancing of speaking skill or not. Questionnaire taken at the end of the research finishing to conduct research both in cycle I and cycle II. The questionnaire consisted of five items. It was filled by the students. It can be seen as follows:

**Table 4.7 The Result Percentage of the Questionnaire**

No	Students' Contributions	Yes	Percentage	Yes	Percentage
1	<i>Saya tertarik dengan penggunaan teknik think pair share</i>	35	96,55%	1	3,45%
2	<i>Saya mudah mengerti, cara guru mengajar</i>	36	100%	0	0%
3.	<i>Teknik think pair share sangat membantu saya meningkatkan keterampilan berbicara</i>	32	86,20%	4	13,80%
4	<i>Teknik think pair share memudahkan saya belajar bahasa inggris</i>	35	96,55%	1	3,45%
5	<i>Saya termotivasi belajar dengan adanya teknik think pair share</i>	34	93,10%	2	6,90%

Based on on the result of the questionnaires, it could be concluded that studnets' response was very good for the think pair share technique which was used to improve their speaking skill because from the second item, the percentage showed that students' response was highly positive.



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## Discussions

Think pair share technique was implemented to enhance students' speaking skill to the seventh grade students of SMP Tri Sakti Lubuk Pakam. As the collaborator, the English teacher and the writer collaboratively discussed the result of the study. They concluded that the use of think pair share technique could be the effective way to help students in speaking. It was shown in histogram and table 4.4. In which the mean score of each test improved. The mean score of pre-test is 41,7. Formative test is 49,16 and the post-test is 60,52. Those score showed that the second cycle was better than the first cycle. Besides that, the improvement could be seen from the observation sheet, field notes and questionnaire. The observation sheet showed that the teaching learning process by applying think pair share technique was carried out well. It could be seen from students' responses and the improvement of their performance when they spoke up in front of the class during teaching learning process in the classroom. Based on the questionnaires that the students' response was very good for the think pair share technique which was used to improve their speaking skill because from the second item, the percentage showed that students' response was highly positive. Most of students were more active and enthusiastic during process of teaching learning start from the first to second cycle when the technique was applied.

## Conclusion

In conclusion, presenting the data, and analysing the data and discussing the result, the writer is going to present conclusion and suggestion. They are drawn as follows the application Think Pair Share Technique can improve the students' speaking skill. It was found out that the students' achievement of speaking skill on procedure text improved from pre-test and post-test. The increase of the students total mean score in pre-test is 41,7, formative test is 49,16 and post-test is 60,52. Meanwhile, the students' score percentage who was passed Mastery Minimum Criteria from pre-test is 0%, formative test is 0%, post-test is 55,55%. The students' responses after being taught by applying Think Pair Share Technique are very good. The questionnaires show what that students strongly agree that think pair share technique is interesting and suitable to improve their speaking skill.

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