THE USE OF THINK PAIR SHARE AND PICTURE MEDIA TO IMPROVE STUDENTS' SPEAKING SKILL OF ELEVENTH GRADE MAN 2 SEMARANG IN THE ACADEMIC YEAR OF 2015/2016

A Final Project

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by:

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APPROVAL

This final project entitled "The Use of Think Pair Share and Picture Media to Improve Students' Speaking skill of Eleventh Grade Student MAN 2 Semarang In The Academic Year of 2015/2016" has been approved by a board of examiners and officially verified by the Dean of the Faculty of Foreign Language and Culture on 4 May 2016

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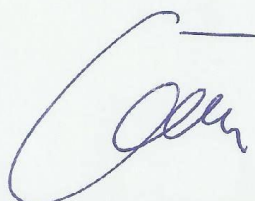NIK. 28.6.1026.203

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I am Ashari Gustaman Aji hereby declare that this final project entitled "The Use of Think Pair Share and Media to Improve Students' Speaking skill of Eleventh Grade Student MAN 2 Semarang In The Academic Year of 2015/2016" is my own work and has not been submitted in any form for another degree or DIPLOMA AT ANY UNIVERSITY OR OTHER INSTITUTE OF TERITARY EDUCATION. Information derived from the published and unpublished work of other has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, 12 May 2016

Ashari Gustaman Aji

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MOTTO

"The capacity to learn is a gift; the ability to learn is skill; the willingness to learn is choice" (Anonymous)

DEDICATION

To my beloved parents (Suharno and Pujiharyanti)

To my beloved brother and sister(Benny and Dinar)

To all of my classmates

To all wisma fastabiq members

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Semarang, 12 May 2016

The writer`

ABSTRACT

Key words: Think pair share, Picture, Speaking Skill

In learning English, many students had problem in speaking skill. They were unconfident and afraid to speak English because they did not know how to say in English and how to start it. They were afraid to make mistake and confused to arrange the sentence grammatically although they had a lot of vocabularies. The research design used was Classroom Action Research (CAR) included planning, action, observing, and reflecting which were applied in three cycles. The population of the research was eleventh grade students of MAN 2 Semarang, and sampling used the purposive cluster sampling. The techniques used in collecting data were observation, questionnaires, and tests. Based on the research result, the students' mean score before implementing CAR in pre-test was 34.82 and the class percentage for student who passed KKM was 0%. The students' mean scores increased after implementing CAR in post-test I 53.29, post-test II 69, and post-test III 80.94. The class percentage for students who passed KKM in each post-test were 2,94% in post-test I, 50% in post-test II, and 100% in post-test III. In addition, the result of questionnaires showed that the students' responses in learning were generally positive. It could be concluded that think pair share and picture media could improve students' speaking skill.

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CHAPTER I

INTRODUCTION

1.1 Background of the study

Speaking is principal to human who lives in society. Without speaking it is hard to imagine how people can cooperate and get along with other.In globalization eramany technologiesarecreated by human to support communication thatcan be manifested likesmartphone, television, the internet, etc. All of communications tools can be used people in the world everytime and everywhere.

People around the world speak English to communicate. People around the world use English when they meet each other in every international meeting, workshop, or conference (Harmer, 2007:11). By learning English, people can communicate to other people around the world. People realize that they need knowledge to survive their lives and theknowledge that is needed is not only from their country but also from othercountries. To make relationship with them, people need English forcommunication because English is one of the international languages thathave an important role in the international communication.

Speaking is important for students to practice their capability andunderstanding, about how to send idea and how to spell word well. In this case the students' motivation and interest are very necessary to make the process of their easy to understand.

Based on the pre observation that had been done by researcher in XI IPA 4 in MAN 2 Semarang,most students knew that speaking English is important. They wereunconfident and afraid to speak English because they did not know how to say in English and how to start speaking English. It meant that they were afraid to make

mistake and confused to arrange the sentence grammatically when speaking although they had a lot of vocabularies. In addition, English teachers have to evaluate in the learning process such as the method which has been used in their teaching. The teachers are obligated to choose the suitable approach, strategy, and media in order to achieve the teaching purposes easily. The media will make students more motivated to study.

The teacher can use some methods in teaching learning process to help the students understand about the material that is explained. In applying method, the teachers have to prepare many things like teaching material, classroom management, and many other aspects because using inappropriate technique can make the students get difficulties in understanding the teacher's explanation.It means that the teacher may be failed in teaching them.So it needs method of teaching English which can improve students speaking ability, and make them confident to speakEnglish.

Think Pair Share is one of model related to the peer interaction element cooperative learning, it demonstrated to be powerful factor in increasing students' response to question. Based on Utama (2013:1) this model is one of modelthat students were divided in small groups, every students involve participant and active in the teaching learning process, this strategy gives every student opportunity to think, exchange and convey their ideas. Think Pair Share is cooperativemodel where studentsaredivided in pairs to discuss and solve a problem or an issue.

1.2Reason for choosing the topic

The researcherchooses the topic for his study based on the following reasons:

1. Speaking is an important component in lifethatbecomes the part of daily activities which people do to interact with others to exchange their ideas everyday.

2. English is foreign language which some students get difficulty when learning it.

3. Sometimes students get difficulties when they try to do speaking. In fact, the students are not confident with their capability to speak in English, and afraid if they make mistakes in arranging sentences.

1.3 Statement of the problem

The problems that will be discussed in this researchare:

1. How is the implementation of think pair share and picture to enhance students' speaking skill?

2. What are students' responses about the implementation of think pair shareand picture to enhance students' speaking skill?

1.4 Objective of the study

The objectives of this problem are:

1. To know the implementation of think pair share and picture media to enhance students' speaking skill.

2. To know students' responses about the implementation of think pair share and picture media to enhance students' speaking skill.

1.5 Significances of the study

The result of the research can be useful for the students and the teachers. For the students it is expected can improve their speaking skill, then they will be confident to express their ideas.

1.6 Scope of the study

The researcher will limit this study on the implementing think pair share and media picture in teaching speaking skill of MAN 2 Semarang in the academic year of 2015/2016.

1.7 Outline of the study

This research will be divided into five chapters. Those are introduction, review of related literature, research methodology, research findings and discussions, conclusion and suggestion.

The first chapter, introduction, will be divided into six parts. Those are background of the study, reason for choosing the topic, statements of the problems, objectives of the problems, significance of the study, scope of the study, and the outline of the study.

The second chapter, review of related literature, will be divided into three parts. Those are previous study, review of theoretical study, and theoretical framework.

The third one is research methodology. It will be divided into research design, object of the study, instrument for collecting data, method of collecting data, method of analyzing data, and the research procedure.

The fourth chapter dealt with result of the study that discussed about research findings and discussion.

The last chapter will be the end of the analysis consisted of conclusion and suggestion of the study.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Definition of Speaking

Speaking is one of language skills which is important to be mastered by students in order to transfer information. Speaking is the verbal of language to communicate with others. Its function is to convey messages which have structure and meaning is used by most people around the world.According to Jack C. Richards (2008: 19) the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skills has long been the focus of methodological debate.

From the statement above, it can be concluded that when learners or students learn to master speaking skill they need to evaluate whether their speaking has improved or not. Learners also need a teacher or trainer to measure their speaking ability after the learning process.Speaking is not only make sentences, but there are differences when people to be choosing the words. Because it should be appropriate to the situation and condition. In designing speaking activities or instructional materials for second-language or foreign-language teaching, it is also necessary to recognize the very different functions speaking performs in daily communication and the different purposes for which our students need speaking skills(Jack C. Richards, 2008: 20).

It means that when people speak, they should know the conditions and situations. For example when people speak in daily activity (with parents or friends) it is different when people speak in formal situation or in a meeting. People should understand the use of words appropriately so that the language is appropriate to its functions and situations.

2.2 Elements of Speaking

In learning English, there are some components that should be understood in order to the learners will master the speaking ability well. Based on Syakur, (1987: 3) as stated in Pipin (2010) defines that there are five components of speaking skill:

1. Grammar. It is needed for students to arrange a correctsentence when doing conversation.
2. Comprehension. Speaking is oral communication and it certainly requires a subject to respond.
3. Vocabulary. It means the appropriate when speaker chooses the words that will be used in communication or conversation.
4. Pronunciation. Pronunciation is the way to produce/say the words clearly in order to the listener can get the points.
5. Fluency. It can be defined as the ability to speak fluently and accurately.

The five components above should be learned by learners who want to have good speaking ability.

2.3 Teaching Speaking

Teaching speaking is beginning at teaching the students how to speak in English as foreign language. In learning a foreign language, learners should have more practice into interaction of the target language with others. When students do interaction between one and another, they construct and express their ideas, perception, feelings and

intentions. In contrast, when students do not have practice speaking, their does not acknowledge the language.

At this point, teacher is no longer primarily to correct, but teacher is supposed to encourage students to practice speaking in the target language. Meanwhile, teacher should be able to encourage students speaking how to pronounce word, repeating, and imitating him/her. Finally, the students are required to be used to practice and do oral language.

2.4 The General Concepts of Cooperative Learning

Cooperative learning concerns to do teaching and learning activities in team or pair. Based on Huda (2014: 32) stated that cooperative learning is concept of learning that includes kind of group work which helps teacher to control the process of learning. From the statement above, it can be concluded that by applying cooperative learning in teaching, it helps teacher to control the students' activity to be more active and creative during teaching and learning process.

This model of teaching considers team work to overcome the problem by applying the knowledge and skill to gain the objectives of learning. There are some type of cooperative learning, they are:

1. Think-Pairs-Share

   Think-pairs share is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and sizes.

2. Jigsaw

   Jigsaw is a grouping strategy in which the members of the class are organized into groups then rearranged in new groups to share their learning.

3. Achievement Divisions (STAD)

   STAD is one of the systems of cooperative learning in which students learning to be formed into groups of four or five members representing the students with the skills and different genders.

4. Snowball Throwing

   Snowball throwing is method which makes students enjoy and can decrease worry in learning speaking. It encourages creative thinking. The students will be ready to do or say something if they get the ball.

5. Inside-Outside

   Inside-Outside Circle is a summarization technique that gets students up and moving. It provides a way to get students who normally would not talk to interact with others. After students read a section of text, the teacher divides the group. Half of the students stand up and form a circle with their backs to the inside of the circle.

6. Spontaneous Group Discussion

   Spontaneous group discussion is a method which is not planned before. It means that teacher will divide students into some groups without any announcement before. Teacher asks the students to discuss then solve or create something, after that teacher will ask them to perform in front of the classroom group by group.

   In order to improve the students' participation in the teaching and learning process, the researcher decided to apply "Think Pair and Share" technique to improve students speaking skill. This method will be interesting if supported by using some media such as unique topic and picture, in order to they will not get bored during learning process. Furthermore, teacher must give support to build students' confidence in learning English. The application of this technique is the students are individually thinking about a

question posed by the teacher. Then the students pair up during the second step and exchange thought.

2.5 Definition of Think Pair Share

Think pair share is one of teaching strategiesin cooperative learning that encourage student to work in small group. It is consist of two students (pair), think pair share encourage students to think and participate actively in the class, this strategy not only encourage to think participate but also to exchange ideas to other students.

Huda (2014: 206) states that think pair share introduce the concept of time "wait or think time", interactions is the main effective of element to increase student responds toward questions.

Think pair share is simple strategy that increase students ability in memorizing information besides that student also can learn from other student and share ideas each other before convey it to whole class, think pair share also increase students confidents to speak in front of class and all students is given opportunity to participate in the class.

2.6 Steps of Think Pair Share

According to Huda (2014:206-207), Think pair share are need skills sharing information, ask to question, resuming other ideas, and paraphrasing. There are steps to do Think Pair Share:

1. Arranging students into group, a group consist of 4 students.

2. Teacher given assignment to every group.

3. Everyone think and do by selves the assignment.

4. The group arranging into pair. Every pair group discusses result of their assignment.

5. Both of pair group back to group consist 4 student than everyone share result of discuss.

2.7   Picture as a Media

Picture is a kind of visual communication. Picture is not only giving pleasure but also can be used as a media in teaching and learning process, it can provides visual material that help students to improve speaking skill, because picture help students to promote motivation and stimulates imagination power, and it can also be used in various configurations to enhance learning and practice.According to Harmer (2007:136), pictures can be in form of flashcard, large wall pictures, cue cards, photographs or illustration, and projected slide.

1. Flashcard

    It is a small card which teacher can hold up for students' to see. Flashcards are particularly useful for drilling grammar items, for cueing different sentences, or practicing vocabulary. Large wall picture It is big enough for everyone to see detail. Sometimeteachers use large wall pictures, when pointing to detail of a picture to elicit a response.

2. Cue card

    It is a small card which students use in pair or group work. Teachers put students in pair or groups and give them some cue cards so that when a student picks up the top cue card in a pile heor she has to say a sentence that the card suggests.

3. Photograph or illustration

It is a photo or image that depicts a situation or people inaction. The teachers use it to make the situation or the action clear. Photograph can be found in the book, newspaper, magazine, etc.

4. Projected slide

In the multimedia class, the teachers also use it to teach. Sometimes the teachers use it to show the images in the big form.

In order to improve speaking skill becausethe researcher would use "Photograph or Illustration", it can support to stimulate students' imagination because it easily to describe andto illustrate the aspect of socio-cultural topics, but also gives interesting, meaningful, easy to prepare, and easy to organize.
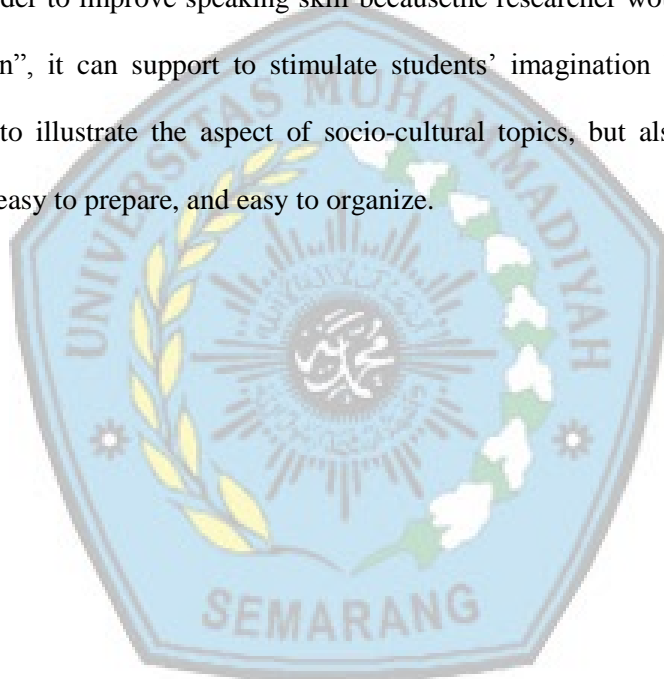
CHAPTER III

RESEARCH METHODOLOGY

3.1   Research Design

This research study will be conducted in Classroom Action Research (CAR). According to Kemmis and Taggart (1988 : 5) cited in Michael J. Wallace (2006: 41) Classroom Action Research (CAR) is a type of classroom research carried out by teacher in order to solve problems or to find answers toward context-specific issue. It means that classroom action research is how a teacher can organize the condition of teaching and learning process so that the students can understand the material well.

Before the researcher will do action research, he should know the elements of action research itself. According to Kunandar (2010: 53), there are three elements of action research, these are:

1.   Research is an activity to observe the definite object through scientific methodology by collecting data and analysing to solve the problem.

2.   Action is an activity that does intentionally with certain purpose in the form of cycles to increase quality of teaching learning process.

3.   Class is a group of students who get similar lesson from teacher in the same time.

From the definition above, it can be concluded that classroom action research is a research which is done by the researcher in teaching learning process to understand the situation of students in learning process. Before teacher will apply Classroom Action Research (CAR), the teacher should also know the process of it.

According to Kemmis and Taggart (1982:10) as stated in Wiraatmaja (2008 : 21) refer to 'four moments' of action research that can be seen as a spiralling process:

1. Planning; develop a plan of action to solve the problem.

2. Action; act to implement the plan.

3. Observation; observe the result of the action in its context.

4. Reflection; reflect on the result as a basis for further planning

In this research study, the researcher will use four steps above which had been designed by Arikunto (2013:137) as the model of action research as follows:

Figure 3.1Model of Classroom Action Research

	Planning	
Reflecting	CYCLE I	Action
	Observing	
	Planning	
Reflecting	CYCLE II	Action
	Observing	
	Planning	
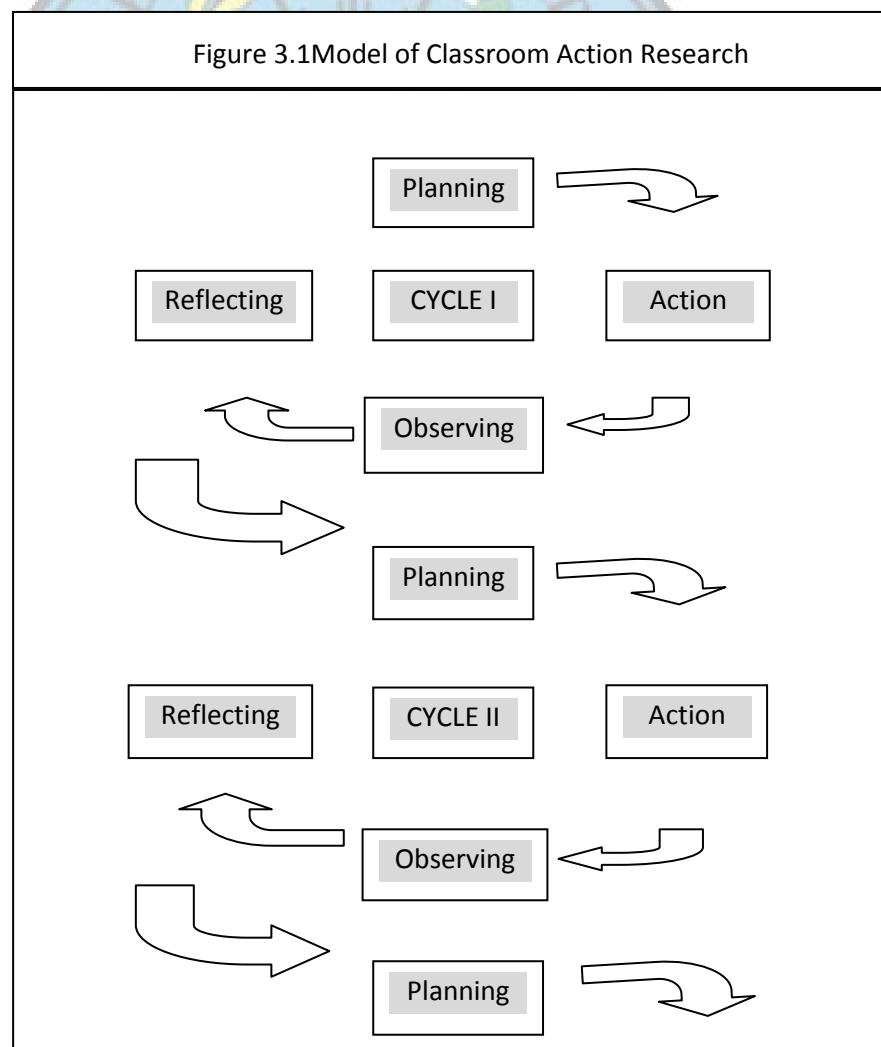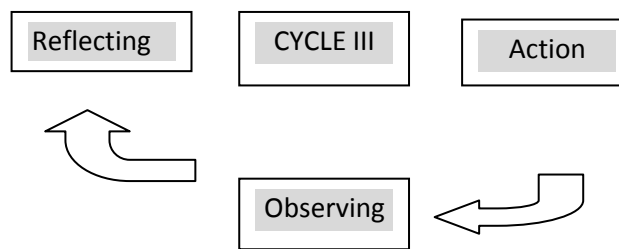
Based on figure 3.1 above, the researcher will conduct the research in three cycles. The cycle I will be done for two meetings. Then, the cycle II is one meeting, and the cycle III is one meeting. Furthermore, the researcher describes the detail of each cycle in the research procedure.

3.2 Subject of Study

3.2.1 Population

In this research study, the researcher will use two techniques of sample taking which are population and sample. According to Arikunto (2013:173) population is all of research subject that having at least the same characteristic. it can be concluded that population is a group or individual. In This study, the population is the students of eleventh grade IPA 1in MAN 2 Semarang in academic year 2015/2016.The population and samples are all students in the classroom.

3.2.2 Sample

According to Arikunto (2013:174) sample is part of population that represents all of population.The researcher will use the purposive cluster sampling as the technique of sample taking in this research.In this study, the researcher will choose class of XI IPA 1in MAN 2 Semarang in academic year 2015/2016, which consists of 34 students. While,

the objective of the research is the improvement of students speaking skill by using

think pair share and picture media.

3.3 Instruments The Research

Instruments of the research has important role in research project. The first

thing that the researcher should consider accurately is what instrument which is

appropriate in the research. Based on Jack R. Frankel and Norman E. Wallen (2008: 110)

defines that instruments is the devices such as pencil, paper test, questionnaire, or

rating scale the researcher uses to collect the data. It can be concluded that the

instrument is a set of tool or device which is used to get the data. Three kinds of

instrument were used by researcher in the research are observation sheet,

questionnaires sheet, and test.

1. Observation sheet

Classroom observation is an observation that is focused on the understanding of

how social event of the language classroom are enacted. Jack R. Frankel and Norman E.

Wallen (2008: 120) have stated that observation is aimed to record certain behaviors

and evaluate some as they occur. By the use of observation sheet for the human

behavior, process or work and natural process can be learned. There are two types of

observation; participant observation and non participant observation. In this research,

the researcher used non participant observation, the researcher was not going to involve in the classroom activity.

2. Questionnaire Sheet

Questionnaire is the most widely used technique to obtain information from the subjects. In this research, the researcher will use questionnaire to know the students' response toward the teaching learning activity during the classroom action research. The questionnaire has purposes to know the students' response after using think pair share and media in the teaching learning processes.

3. Test

Test is important part of every teaching and learning experience. Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other. Brown (2004: 3) stated that test is a method of measuring a person ability, knowledge or performance in giving domain. It can be concluded that test is used to measure someone's achievement after he or she learned a subject or material. In this research the test given two kind of test they are pre test and post test, they were given to the students as the research subject after they had learnt the material.

In this study, the researcher will use two kind of tests to collect the data in doing conversation. The tests are pre-pest and post test.

1. Pre-test

The researcher will design pre-test for the purpose to know pre-existing the students' speaking ability. It will be designed into written and oral test form. The

researcher will give a text situation, then students should make a arguments and they should perform in a group in front of the classroom. For the complete design of pre-test, it will be explained in each cycle.

2. Post-test

Post-test is aimed to check the students' improvement in doing conversation after the teaching and learning process using think pair share and media pictures. Post-test will be done for each cycle in oral form. Students are asked to discuss with their group then perform giving arguments about picture based on the situation that is given. Then, the researcher will do scoring according to students' performance.

3.4 Technique of Scoring

The researcher will do scoring when students perform in front of the classroom. According to Haris (1995: 55) cited in Brown (2004: 172) stated there are five important elements that are needed to be scored in speaking such as: grammar, vocabulary, comprehension, fluency, and pronunciation. Definitely, the five elements above are very important to score conversation activity, nevertheless in the action research; the researcher will focus on five elements for conversation assessment, which are grammar, pronunciation, comprehension, fluency, and vocabulary. For the detail explanation about the assessment of speaking conversation, it can be seen in the table 3.2.

3.5 Data Analysis

The technique of data analysis task from the explanation of the data collection. In analysis the data, the researcher gets the data from document, observing the teaching learning process, and the result of the students' test.

In processing the data, the researcher uses descriptive quantitative. It is to explain the date would be presented in form of mean score and result would be analyzing the teaching learning process. It was done to compare the student speaking skill before and after each cycle or the result pre-test and post-test to know whether there was improvement in speaking skill or not.

3.5.1 Analyzing Observation

The observation checklist was used to observe students' participation in teaching learning process. The observation was conducted three times namely the cycle I, cycle II, and cycle III . The result of each observation was analysed by describing the result of percentage using the formula as follow:

$$\text{Percentages (S)} = \frac{Total\ score}{Maximum\ score} \times 100$$

3.5.2 Analyzing Test

In completing the numerical data, the researcher will try to get the average of students' score on conversation performance before he implements the cycles in order to know the students' competence. The formula is based on Sudjana (2002: 63) cited in Nurina (2011: 35) as follows:

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

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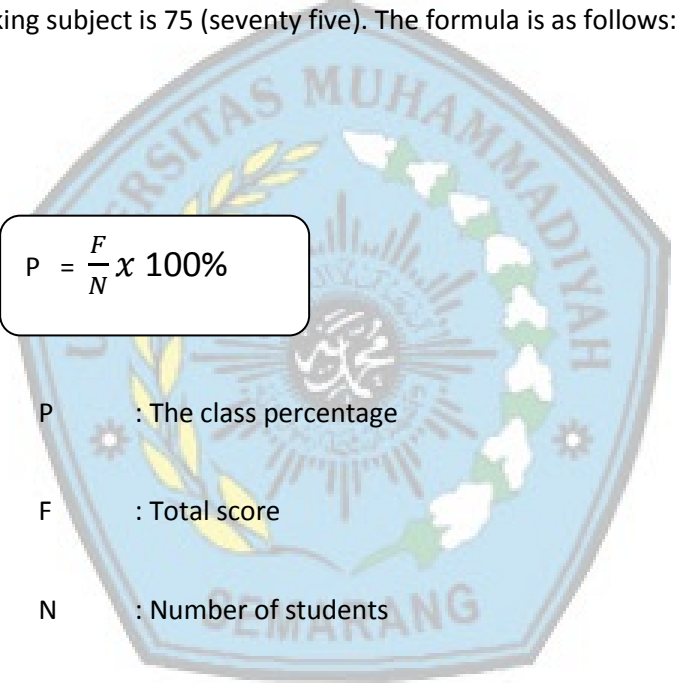
X   : Mean

Σx : Individual score

N   : Number of students

Then, the researcher will try to get class percentages which pass the target of

kriteria kelulusan minimal (KKM). The KKM should be attained which is considering

of speaking subject is 75 (seventy five). The formula is as follows:

$$P = \frac{F}{N} x\ 100\%$$

P   : The class percentage

F   : Total score

N   : Number of students

The percentage of the score was categorized based on the table below to know

the students' achievement.

Table 3.1 The category of class percentage

The Percentages	Categories
81%≤ P <100%	Excellent
61%≤ p <-80%	Good

41%≤ P <-60%	Fair
21%≤ P <-40%	Less
0≤ S <20%	Poor

(Arikunto, 2010: 44)

Table 3.2 Aspects for Scoring Technique

Score	Aspects				
	Grammar	Pronunciation	Comprehension	Fluency	Vocabulary
5	The speaker arranges sentence without any grammatical error.	The speaker speaks clear pronunciation and has a native accent.	The speaker and listener can comprehend the topic well.	The speaker speaks fluently like native speaker and his sentences are comprehensible.	The speaker uses the vocabularies and phrases like native speakers.
4	Sometimes the speaker arranges sentence ungrammatically but it still has a meaning.	His pronunciation is easy to understand.	They comprehend of all sentences (topic) although there's repetition in certain words.	The speaker speaks smoothly.	Sometimes the speaker uses inappropriate vocabulary.
3	The speaker often makes grammatical errors which affect meaning.	The speaker has a problem of pronunciation that makes the listener must concentrate fully and sometimes there is misunderstanding	They almost comprehend what was said but sometimes there is repetition and he speaks slowly.	The speaker speaks smoothly and has language problem.	The speaker often uses inappropriate vocabulary.
	The speaker speaks a lot of grammatical errors that is	His pronunciation is difficult to understand	The speaker's sentence is difficult to understand what	The speaker often hesitated and stopped because of the limitation	The speaker uses inappropriate vocabulary

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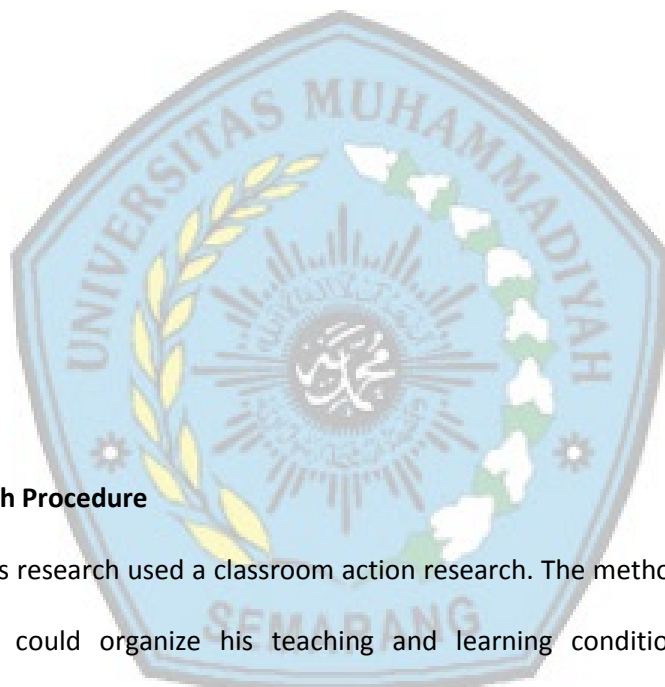
3.6 Research Procedure

This research used a classroom action research. The method was to know how the teacher could organize his teaching and learning condition from their own experience. Teacher could try an idea as evaluation in their teaching learning process and look the real effect of those efforts, (Wiriatmaja.2005:13).There were four components in one cycle for doing classroom action research. It consists of planning, acting, observing, and reflecting. In the pre-cycle, the researcher gave test for students to get students' score on pre-test and post-test. The comparison of students' score on pre-test, post test I, post-test II, and post-test III and had been set at the criterion the success of students' improvement in speaking skill.

3.6.1   Procedure of the Pre-Cycle

In the pre-cycle, the researcher gave the preliminary study. Preliminary study was the way to get information about the learning process. Before the treatment, the researcher gave questionnaires to identity the analyze needed. Knowing what kind of technique and picture they liked, and what students thought about technique and picture that could promote students' speaking skill. The researcher held pre-test to know students speaking skill, and the preliminary data employed to set up an action.

The researcher used pre-test to assess the students' speaking skill. The researcher taught speaking with the topic expression anger and annoyance then, the researcher gave an example dialogue of expression anger and annoyance. In addition, the teacher gave assignment to the students by pair of group to make dialogue of expression anger and annoyance.

From this assignment, while students had to pair performance dialogue of expression anger and annoyance, the researcher recorded they speech of the dialogue, then the researcher analyse score the record by aspect of scoring technique to get the pre-test score.

3.6.2   Procedure of the Cycle I

3.6.2.1 Planning

The researcher made lesson plan and teaching format as instructor for the teacher during teaching learning process. Lesson plan contained the activity that was done by the teacher and students guided. The researcher also prepared teaching media

and the material needed by the students. The media used in cycle I was a paper that contains a text completed with picture by the researcher himself.

3.6.2.2 Action

The researcher conducted the teaching learning process based on the lesson plan. There were some activities that were done by researcher as the teacher in the class related to teach speaking with the student:

a. First, the teacher conveyed the aim of teaching learning that time. The aim is related to think pair share.

b. The teacher stimulated students by giving question about example of picture to understanding kind of situation of in the picture.

c. The teacher explained the material of expression anger and annoyance then told to the student that we would focus on speaking skill and how to express of expression anger and annoyance.

d. The teacher asked the student to make group, the group consist of 4 students.

e. The teacher gave 2 pieces of paper to every group, the papers that contained text situation and picture. The teacher gave instructor to work in pair then discussion.

f. Both of pair group shared the result of what have been discussed in the pair.

g. While every pair group performed dialogue of expression anger and annoyance, the researcher recording their performance.

h. Finally, the teacher evaluated students speaking skill post-test I by analyzing score of record pair performance.

3.6.2.3 Observing

The researcher used observation sheet to observe students' activities during teaching learning process. The researcher observed students' activities when they discussed the answer, and presented their works. The aspects that observed were active students, asking, giving idea, answering question, and finishing the task on time.

3.6.2.4 Reflecting

The researcher analyzed the observation result and students' score of that student performed in the group and post-test I. If students' score were still low and they did not achieve the aspects observed, it could be concluded that improving students' speaking skill by using think pair share is poor. The researcher carried out the reflection to know some aspects that should be improved. Then, it drafted for next learning activities in cycle II.

3.6.3 Procedure of the Cycle II

3.6.3.1 Planning

The second cycle was based on the result of reflection from the first cycle. The researcher prepared the instrument before doing the action. Researcher prepared some materials that used in teaching learning process. The researcher prepared lesson plan based on the teaching material, chose the topic, and prepared the media used in cycle II was a paper that contained a text situation completed with picture.

3.6.3.2 Action

The researcher added the question and arranged discussing technique. The researcher also improved the media. The list of activities will be explained below:

a. The teacher asked students to remind the material and gave evaluating about post-test I.

b. The teacher stimulated the students by giving question about example of picture to understanding kind of situation of in the picture.

c. The teacher explained the material of expression anger and annoyance then told to the students that we are focussed on speaking skill and how to express of expression anger and annoyance.

d. The teacher asked the student to make group, the group consist of 4 students.

e. The teacher gave 2 pieces of paper to every group, papers that contained text situation and picture. The teacher gave instructor to work in pair then discussion.

f. Both of pair group shared the result of what they had discussed in the pair group.

g. While every pair group performanced dialogue of expression anger and annoyance, the researcher recording their performance.

h. Finally, the teacher evaluated students speaking skill post-test II by analyzing score of record pair performance.

3.6.3.3 Observing

The researcher observed students' activeness students to know students' responsed about the media and the learning model used and the students' problem about learning speaking by think pair share using picture media.

3.6.3.4   Reflecting

The researcher analyzed students' responsed and students' problem during learning speaking of think pair share and picture media. The researcher carried out the reflection on cycle II, and it was drafted for next teaching learning activities.

3. 6.4   Procedure of Cycle III

3.6.4.1   Planning

The second cycle were based on the result of reflection from the first cycle that was the result from the observation. The researcher prepared the instrument before doing the action. Researcher prepared some materials that were used in research process. The researcher prepared lesson plan based on the teaching material, choose the topic, and prepare the media used in cycle III was a paper that contained a text completed with picture given by the researcher.

3.6.4.2   Action

The researcher gave students' opportunity to perform again by made conversation of expression anger and annoyance, and picture that different when discussed in cycle I and cycle II. The researcher improved some indicators that achieved by students by remind the material before. The list of activities explained below:

a.   The researcher reminded material expression anger and annoyance, and evaluated about lesson in the previous meeting

b.   The teacher stimuleted for students by giving question about example of picture to understanding kind of situation of in the picture.

c.   The teacher explained the material of expression anger and annoyance then tells to the student that we are focussed on speaking skill and how to express of expression anger and annoyance.

d.   The teacher asked students to make group, the group consist of 4 students'.

e.   The teacher gave 2 pieces of paper to every group, papers that contain text situation and picture. The teacher gave instructor to work in pair then did discusse.

f.   Both of pair group sharing the result of what have they discussed in the pair.

g.   While every pair group performanced dialogue of expression anger and annoyance, the researcher recording their performance.

h.   Finally, the teacher evaluated students speaking skill post-test I by analyzing score of record pair performance.

3.6.4.3   Observing

The researcher gave questionnaire about students' did response in teaching learning by think pair share to improve speaking skill media in cycle III.

3.6.4.4   Reflecting

The researcher analyzed post-test III and questionnaire to count level of the research success.

CHAPTER IV

Research Findings and Discussions

4.1 The Result of Pre-test

In this phase, the pre-test had purpose to get information about students' speaking skill before the research administered. From the problem found in the observation, the researcher planned to implement performance of dialogue, the dialogue was expression anger and annoyance.

The students performance speaking by pair group, the researcher collected the students' data pre-test by analyzing record of performance dialogue based on the rubric aspect of scoring. The researcher calculated the mean of score, based on the test result, the data showed that the mean score of pre-test was 34.82. All of students were achieved the score under the criterion of minimum achievement (KKM). The lowest score was 20 and the high score was 52. From the result, it could be seen that all of students' speaking skill was very low.

4.2   The Students' Condition After Classroom Action Research

4.2.1   Cycle I

4.2.1.1   Planning

In this cycle, the researcher arranged the lesson plan for the action based on the students' problem in the result of pre-cycle. Most of students did not brief to speak up. It stated in the lesson plan about standard competence, basic competence, indicators which should reach by students, the aim of teaching

learning process, and the technique that was used to make students got interested to learn English by using cooperative learning to improve speaking skill. The researcher also prepared the instrument that necessary to observe students activities during the teaching learning process, and then the researcher also prepared the instrument to recognize students' understanding of the material.

4.2.1.2   Action

The action of the first cycle was done on Monday, February 29th 2016. In this cycle, the researcher started to conduct action research by giving treatment to the student through think pair share and media, the material was about "expression anger and annoyance". The student were able to answer the researcher's about the meaning and the purpose of expression anger and annoyance, when the researcher asked the students to speak in English, most of students were doubtful to speak, then the researcher explained about the importance of confidence to speak that should be improved by them especially when they did to speak English in front of class. The researcher gave suggestion to avoid nervous by asked to students to pray, manage the breathing and have the positive thinking, so, many of students paid attention and practice it. The researcher gave example dialogue of expression anger and annoyance, then student were enthusiastic to listen researcher and repeat his pronunciations when the reading script. Most of students paid attention to the researcher when he explained the aspect that should be understood when performing speaking of dialogue such as grammar, pronunciation, comprehension, fluency, and vocabulary, and the generic structure consisted of opening, main point, and closing.

The researcher explained method of think pair share and media, most of student paid attention to him. The researcher asked to students to make group consisted 4 students, then discus about the dialogue script and picture that given by researcher. The researcher instructed to discuss how to express of expression anger and annoyance, then the researcher explained how to give opinions and respond the other opinion based on the topic of expression anger and annoyance. In this activity, many students tried to give their opinion about the topic and they respond each other. It was meant that the students doing cooperation well. The researcher checked the students' comprehension, the researcher observed the students' discussion in order they would understand the learning, and the researcher also answered the students' questions during discussion. In the end of lesson, the researcher evaluated the teaching and learning process that have been done and gave motivation to the students.

On the Next meeting, the researcher gave assignment to performance dialogue. The students did the post test I. The researcher asked to make a group consisted of 4 students', then every member of group think and did by selves the assignment, the group arranging into pair, every pair group discussed result of their assignment, after that students' to share in group before they were performance in front of class. From the activities of post test I could be result of data collection.

Table 4.1The students' score performance dialogue in post-test 1

No	Explanation	Score	Frequency	Percentages
1.	Excellent	(81-100)	0	0%
2.	Good	(61-81)	4	11.42%
3.	Fair	(41-61)	28	80%
4.	Less	(21-41)	2	5.75%
5.	Poor	(0-21)	1	4%

Based on the categories above, it could seen that students score most of them still fair to poor, it means the criterion of minimum achievement (KKM) began to increase. The result of the mean score for post-test I was showed 53.29, and it could be said that the students' score were still low.

4.2.1.3 Observing

In the observing phase, the researcher observed all activities that happened in the classroom, about the students' activeness, participation and attitude. When the researcher explained the materials, several students were active to ask but there were also students who were passive to ask. The students' attitude was good enough and student' activeness could be seen on the table below:

Table 4.2 The Students' Activeness in Cycle I

No	Indictors	participation
1	The students asking the material for 1-3 times.	3
2	The students answering questions and giving opinions	4
3	The student doing assignment	33
4	The students student paying attention to the teacher	29
5	The students discussed well	29
Total score		98

Based on the table above, it could be seen that students' activeness in asking was still poor. The result of observation checklist was be calculated the total score 98, and the percentage was 57.64 %.

4.2.1.4   Reflecting

After the class action research had been done, researcher concluded the action. The observation result of teaching learning process in the first cycle showed that the students' participation was still low because there were several students who did not pay attention to the researcher' explanation. The students were still embarrassed to speak up in the discussion. Many students felt that the assignment was not interested, so most of them did not accomplish the task well.

4.2.2   Cycle II

4.2.2.1 Planning

In second cycle, for the first step the researcher re-arranged the lesson plan based on the reflecting phase in the first cycle. The lesson plan related to

learning Expression anger and annoyance by using think pair share technique and picture media but there was changed. For this planning, the application of think pair share technique in learning expression of anger and annoyance was combined with technique. In addition, the researcher prepared post-test II to measure students' improvement in speaking skill.

4.2.2.2   Action

The second cycle was done on Thursday, March 3rd 2016. For completing the data researcher gave post-test II. In the beginning of the lesson, the researcher review kind of in the previous meeting and evaluated result of post-test I, after that the researcher told that now still learn expression anger and annoyance with different picture and different the functional of expression anger and annoyance. In cycle II students learnt to prevent of expression anger and annoyance. Researcher explained to students to make group like in the previous meeting then discuss and performance dialogue by pair group. During the second cycle, the class conditions of the students were attractive, and seemed enthusiastic to the teaching process and the result was better. It was better than the previous cycles, the researcher gave post test II as the previous meeting. Post-test II was given to know the students' progress in learning speaking by using think pair share and picture media.

Table 4.3 the students score of performance dialogue in post-test II

No	Explanation	Score	Frequency	Percentages
1.	Excellent	(81-100)	4	11.76%
2.	Good	(61-81)	24	70.58%
3.	Fair	(41-61)	6	11.76%
4.	Less	(21-41)	2	5.88%
5.	Poor	(0-21)	0	0%

From the table 4.3, the students' score in post-test II showed an improvement in each category. Based on the result post-test II kind of the students' performance speaking skill by think pair share and picture media, some of students' had higher percentage. The other categories were lower and the cycle 1, it means the criterion of minimum achievement (KKM) began to increase. The result of the mean score for post-test II was showed 69, and it could be said that the students' score were still low.

4.2.2.3 Observing

In second cycle, the researcher observed all activities that happened in the classroom, about the students' activeness, participation and attitude. When the researcher explained the materials, several students were active to ask but there were also students who were passive to ask. The students' attitude was good enough and student' activeness could be seen on the table below:

Table 4.4 The Students' Activeness in Cycle II

No	Indictors	participation
1	The students asking the material for 1-3 times.	4
2	The students answering questions and giving opinions	20
3	The student doing assignment	34
4	The students student paying attention to the teacher	32
5	The students discussed well	34
Total score		124

The result of observation checklist was be calculated the total score 124, and the percentage was 72.94 %. Many students were active and enthusiastic to learn in the classroom, they did the task with their pair in good cooperation.

4.2.2.4 Reflecting

From the reflecting phase, the researcher was satisfied with the result of action and observation stages related to the teaching learning process in the second cycle. The first improvement could be seen in the result from the first observation. There were few students who asked question, answered teacher's question, and gave ideas but they were brave to give their arguments. Almost all of students in the class paid attention to teacher's explanation and followed the researcher instruction.

For the result of post-test II, it showed that the average score was 69, and the improvement in the second cycle had not reached the criterion of Minimum Achievement (KKM). It means that the researcher had not achieved the success

target. Moreover, he needed to rearrange their strategy in using think pair and picture media to improve speaking skill.

4.2.3 Cycle III

4.2.3.1 Planning

In the third cycle, the researcher rearranged the lesson plan based on the reflecting phase in the second cycle for teaching learning process. The researcher used new example and picture. In addition, the researcher still prepared the material of expression anger and annoyance. The researcher prepared instrument for post-test III to know the improvement of students' speaking skill.

4.2.3.2 Action

The third cycle was done on Tuesday, March 16th 2016. At the beginning of the lesson in the first meeting of cycles III, the teacher giving preview about the material by giving question to the students. The researcher gave some question to the students, after showing the picture. The students have finished the assignment, then researcher asked students to make pair group like in the previous meeting. The students discussed about assignment that given by the researcher, then present in the front of the class like in the previous meeting and the researcher gave instruction to performance dialogue post test III

In third cycle, all of students in the classroom are involved in the learning process very well as following result:

Table 4.5 The Students' Scores in Post-Test III

No	Explanation	Score	Frequency	Percentages
1.	Excellent	(81-100)	8	23.52%
2.	Good	(61-81)	26	76.47%
3.	Fair	(41-61)	0	0%
4.	Less	(21-41)	0	0%
5.	Poor	(0-21)	0	0%

From the table 4.2 the students' score in post-test III showed a progress from the students' achievement from post-test II to post-test III. On post-test III it showed there were improvements in all categories. The mean score is 80.94. From all achievement the test percentage of the post test III was 80.94%. It could be said that the researcher success in used think pair share and picture media to improve students' speaking skill

4.2.3.3   Observing

In the third cycle, all students in classroom carried out the learning process very well. They sat well on their chair and paid attention to the teacher's explanation seriously. The students' attitude was good enough and student' activeness could be seen on the table below:

Table 4.6 The Students' Activeness in Cycle III

No	Indictors	participation
1	The students asking the material for 1-3 times.	5
2	The students answering questions and giving opinions	24
3	The student doing assignment	34
4	The students student paying attention to the teacher	33
5	The students discussed well	34
Total score		130

The technique and media was easy for him to conduct the discussion and help understood the material. When researcher began to choose a pair to present the result of their discussion, the other pairs also comment the answer enthusiastically. Many students asked to researcher actively when they didn't understand the material, and also when they found difficult word. They focused and followed the teacher's instruction, it could be seen whenever teacher gave the question, and lot of students were active in the discussions and the performances are better than in the previous cycles. In addition when the researcher gave question post test III, The result of observation checklist was be calculated the total score 130, and the percentage was 76.47 %.

4.2.3.4 Reflecting

Based on the result of observation toward the teaching learning process in the third cycle. There was an improvement after applying the third cycle of class action research. For the first example, half of the students began to ask,

answered questions, and gave their opinion confidently. All of them paid attention to the teacher's instruction and they also followed the teacher's instruction actively on their table and discussed about material expression anger and annoyance.

There was a progress of students' score from post-test II to post-test III. On post-test III, it showed that the average score was 80.94, and the percentage of the test was 80.94%. It was meant that the research was success in using of think pair and share technique and picture media to improve students' speaking skill.

4.3 The Discussion Result After Class Action Research

4.3.1. The Result of Questionnaire

The first questionnaires were given to the students on Tuesday, February 29th 2016 (cycle I). The second questionnaires were given to the students on Tuesday, March 16th 2016 (cycle III). The questionnaires were given to know the students' responses in the use of think pair and share technique and picture media to improve students' speaking skill. The questions contained 20 statements, which have 15 positive statements and 5 negative statements. All of questions used multiple choice types. The researcher distributed the result of agree and disagreed response the questionnaire in the table as following:

Table 4.7 Questionnaires Result

Students' Number	First Questionnaire (Cycle I)	Second Questionnaire (Cycle III)
Sum	2114	2224
Class Percentages	77.71%	81.76%

From the questionnaire result of students' response in first questionnaires was 77.71% and in the second questionnaires was 81.76%. According Arikunto (2010:44) the category of questionnaire result average percentage was good if the average percentage of the total students' response was up to 60%. Because of the result in this classroom action research was 77.71% and 81.76%, so it could be conclude that it had good category. Furthermore, it showed that students interested and enthusiastic to learn English especially speaking by using think pair share and media. They liked to do discussions with their friends and also excited to deliver their arguments. Most of students agreed that think pair share and picture media was able to improve their communication abilities, and they were also motivated to do speaking.

4.3.2. The Result of Pre-Test and Post-Test

The tests were given to measure students' speaking skill by using think pair share and picture media. The tests included pre-test, post-test I, post-test II, and post-test III. The comparison students' score among pre-test, post-test I, II, and III could be seen into appendix number 11, 12, 13, and 14.

The students' mean score of performance expression anger and annoyance before the implementation of think pair share and picture media. The comparison could be seen from the calculation of the mean scores. Those were the calculation of students' mean score of the test and the students' percentage who reached the criterion of minimum achievement (KKM).

In analyzing the data of pre-test, the researcher got the mean score of the class the students' mean score of speaking skill test before the implementation of

think pair share and picture media is 34.82. The next analyzing is to know the percentage of students' score who passed KKM (75). The students' percentage in the pre-test is 0%. It means that there is no one student who passes the criterion of minimum achievement (KKM), and all of students are still under the criterion of minimum achievement (KKM).

In analyzing the data of post-test I, the students' performance expression anger and annoyance after the implementation of think pair share and picture media, the researcher got the mean score of the class, the students' mean score of speaking skill test after the implementation of think pair share and picture media (post-test I) is 53,29. The next analyzing was to know the percentage of students' score who passed KKM (75). The students' percentage in the pre-test is 2,94%. It meant that there was 1 student who passes the criterion of minimum achievement (KKM) and 23 students were still below the criterion of minimum achievement (KKM), there was an improvement in the pre test but the result had not reached the criterion of minimum achievement (KKM), the researcher modified his strategy to develop the action.

In analyzing the data of post-test II, the researcher has to get the mean score of the class by students' performance expression anger and annoyance before the implementation of think pair share and picture media, the students' mean score of speaking skill test after the implementation of think pair share and picture media (post-test II) is 69. The next analyzing was to know the percentage of students' score who passed KKM (75). The students' percentage in the post-test II is 50%. It meant that there were 17 students who pass the criterion of

minimum achievement (KKM), and 17 students were still below the criterion of minimum achievement (KKM). It means that there was an improvement in the second cycle but the result had not reached the criterion of minimum achievement (KKM). It meant that the researcher had not achieved the success target, so, the researcher needed to rearrange their strategy in use think pair and picture media to improve students' speaking skill in expression anger and annoyance.

In analyzing the data of post-test III, the researcher calculate the mean score of the class by the students' performance expression anger and annoyance before the implementation of think pair share and picture media, the students' mean score of speaking skill. The test after the implementation of think pair share and picture media (post-test III) is 80.94. The next analyzing was to know the percentage of students' score who passed KKM (75). The students' percentage in the post-test III is 100%. It meant that there were 34 students who pass KKM. It meant that the researcher was success used of think pair and share technique and picture media to improve students' speaking skill in expression anger and annoyance, The researcher compared the result of pre-test, post test I, post-test II, and post-test III. The comparison showed that there was a significant improvement for the test result. The comparison could be seen from the calculation of the mean scores.

Those were the calculation of students' mean score of the test and the students' percentage of the test. It could be seen into the figure as follow:

Figure 4.1 The Students' Mean Score of Pre-Test, Post-Test I, II, and III
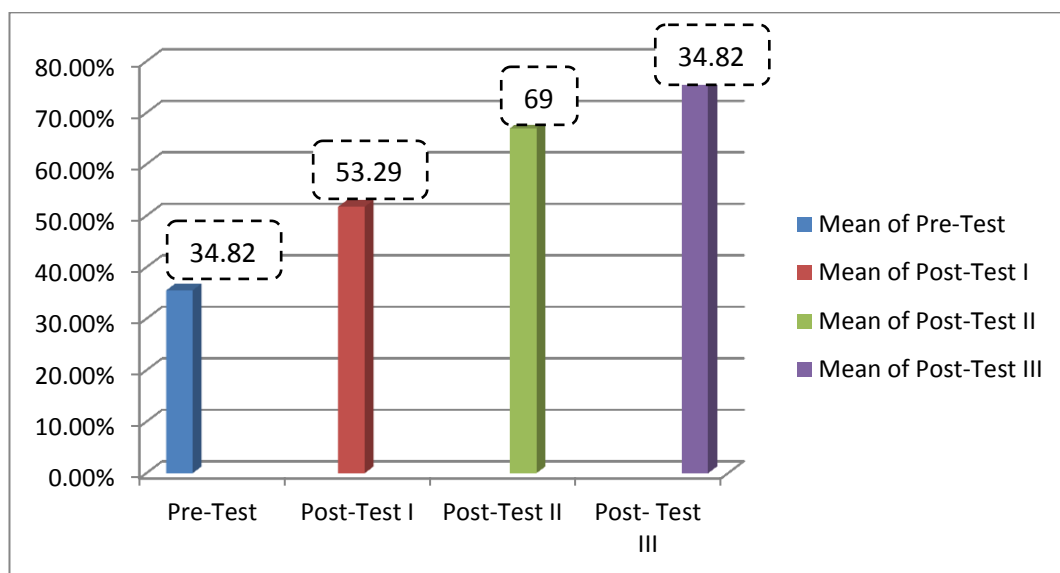
From the calculation of the students' scores before and after the implementation of classroom action research from pre-test up to post-test III, the researcher can describe the increasing of students' speaking skill.

Generally the research and learning activity at MAN 2 Semarang ran well. The researcher found that some factors such as students and teacher supported the studying process. The researcher should make the teaching and learning activities enjoyable for the students.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1   Conclusion

In this chzpter, the reseacher concluded the result of classroom action research during the teaching and learning process at MAN 2 Semarang. There were two conclusion points were as follows :

1. Think pair share and picture media could improve the students' speaking skill. The improvement could be seen on the student activeness and mean score of tests that have been given by researcher, think pair share and picture media was enhence student speaking skill, it showed significant increasing score from pre-test to post-test III. The result of the mean score's pre test was 34.82 and it improve to 53.29 in the post test I.The result of post test II was 69 and the post III improved to 80.94. The students became active and creative during the disscussion with their partner. They were also been able to convey their opinion and respond their friends

2. The application of think pair share tehnique and picture media gave opportunities to the students to communicate and cooperate with their classmates. Futhermore, these cooperative learning models and media can build their motivation in learning speaking, students have opportunity to share their ideas conveniently. The result of students' responses on the questionnaire showed that they to learn English especially speaking by

using the method. In simple way, these learning models and media could improve the students'speaking skill.

5.2 Suggestion

Based on the conclusion previously, the researcher would like some suggestions. The suggestions are as follows:

1. The teachers are expected to be creative in teaching English subject, especially reading skill in order to make students more active in classroom and avoid students' boredom in learning.

2. The teachers are suggested to use interesting media and learning model because learning speaking skill through think pair share and picture media which motivate students to comprehend speaking easily still make them unconfident to ask and answer, so the learning process will not be effective if the teachers still use traditional method.

3. The students should be encouraged to read more. Their experience in reading will help them to improve their speaking in English. They will get more information to build their knowledge in mastering vocabularies, so they will confident to speak English.

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