

**TEACHING AND LEARNING SPEAKING THROUGH
THINK-PAIR-SHARE METHOD AT THE FIRST SEMESTER
OF THE EIGHTH GRADE OF SMP NEGERI 1 TANJUNG SARI
SOUTH LAMPUNG IN 2015/2016 ACADEMIC YEAR**



(A Thesis)

Submitted in a Partial Fulfillment of
the Requirements for S1-Degree

by

VIVI VITASARI

NPM : 1011040062

Advisor : Iwan Kurniawan, M.Pd

Co Advisor : Septa Aryanika, M.Pd

Study Program: English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
ISLAMIC STATE UNIVERSITY OF RADEN INTAN
LAMPUNG
2017**

**TEACHING AND LEARNING SPEAKING THROUGH
THINK-PAIR-SHARE METHOD AT THE FIRST SEMESTER
OF THE EIGHTH GRADE OF SMP NEGERI 1 TANJUNG SARI
SOUTH LAMPUNG IN 2015/2016 ACADEMIC YEAR**

A Thesis

**Submitted in a Partial Fulfillment
of the Requirements for S-1 Degree**

By:

**VIVI VITASARI
NPM : 1011040062**

Study Program : English Education

**Advisor : Iwan Kurniawan, M.Pd
Co Advisor : Septa Aryanika, M.Pd**

**TARBIYAH AND TEACHER TRAINING
THE STATE OF ISLAMIC STUDIES
RADEN INTAN LAMPUNG**

2017

ABSTRACT

TEACHING AND LEARNING SPEAKING THROUGH THINK-PAIR-SHARE TECHNIQUE AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP NEGERI 1 TANJUNG SARI SOUTH LAMPUNG IN 2015/2016 ACADEMIC YEAR

By:

Vivi Vitasari

This research is about teaching and learning speaking through Think-Pair-Share technique at the second semester of the eighth grade of SMP Negeri 1 Tanjung Sari South Lampung in 2015/2016 academic year. The objective of this research were to describe teaching learning process in teaching speaking through Think-Pair-Share technique, to describe the teacher's problems in teaching speaking through Thin-Pair-Share technique and to describe the students' problems in learning speaking through Think-Pair-Share technique.

In this research, the writer used qualitative descriptive research method. The writer used purposive sampling technique to determine to sample. The writer chosee class VIII A as sample which consisted of 34 students. In collecting data, the writer used three kinds of instruments, they were; observation, interview, and questionnaire. The writer used major phases of data analysis, they were; data reduction, data display and conclusion drawing or verivication.

The writer conducted the research in two meetings. After analyzing the data, there were three points of the result. The first, in process of teaching and learning speaking through Think-Pair-Share technique at SMP Negeri 1 Tanjung Sari South Lampung was not run well. The second, the teacher got some problems in teaching through Think-Pair-Share technique are difficult to handle the class because the students were busy with their own activity and having much laugh. The third, the problem faced by the students in learning speaking through Think-Pair-Share technique were the students' motivation were low in learning speaking, the students felt unconfident to show their feeling, the students were shy and the students were not serious and having much laugh during the activity.

Keyword : Speaking Ability , Think-Pair-Share Technique , Qualitative Research



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung ☎ (0721)703289

APPROVAL

**Title : TEACHING AND LEARNING SPEAKING THROUGH
THINK-PAIR-SHARE TECHNIQUE AT THE SECOND
SEMESTER OF THE EIGHTH GRADE OF SMP
NEGERI 1 TANJUNG SARI SOUTH LAMPUNG IN
2015/2016 ACADEMIC YEAR**

Student's Name : VIVI VITASARI
Student's Number : 1011040062
Study Program : English Education
Faculty : Tarbiyah and Teacher Training

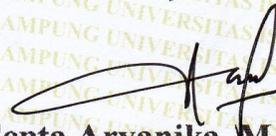
APPROVED

**To be tested and defended in examination session
At Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University
Lampung**

Advisor,


Iwan Kurniawan, M.Pd
NIP. 197405202000031002

Co - Advisor,


Septa Aryanika, M.Pd

**The Chairman of
English Education Study Program**


Meisuri, M.Pd
NIP. 198005152003121004



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung ☎ (0721)703289

ADMISSION

A thesis entitled: **TEACHING AND LEARNING SPEAKING THROUGH THINK-PAIR-SHARE TECHNIQUE AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMP NEGERI 1 TANJUNG SARI SOUTH LAMPUNG IN 2015/2016 ACADEMIC YEAR**, by: **Vivi Vitasari, NPM: 1011040062**, Study Program: English Education was tested and defended in the examination session held on: **Tuesday, August 1st, 2017.**

Board of Examiners:

The Chairperson : Bambang Irfani, M.Pd (.....)

The Secretary : Deri Herdawan, M.Pd (.....)

The First Examiner : Dewi Kurniawati, M.Pd (.....)

The First Co-Examiner : Iwan Kurniawan, M.Pd (.....)

The Second Co-Examiner: Septa Aryanika, M.Pd (.....)

**The Dean of
Tarbiyah and Teacher Training Faculty**

Dr. H. Chairul Anwar, M.Pd
NIP. 19560810 198703 1 001

MOTTO

إِنَّ اللَّهَ لَا يَغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ

“Surely, Allah changes not the condition of a people until they change that which is in their hearts.”

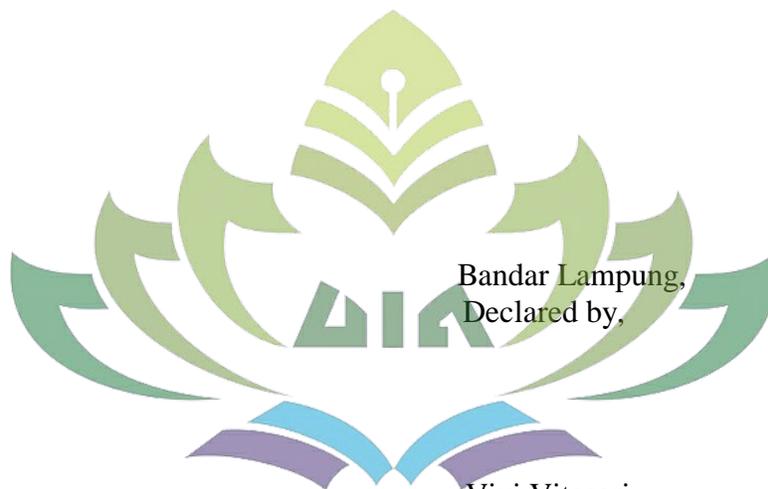
(Chapter Ar-ra’d: Verse 11)¹



Maulawi Sher Ali, *The Holy Qur'an Arabic Text and English Translation*, (Islamabad: Islam International Publications, 2004), p. 277.

DECLARATION

I hereby declare that this thesis entitled “ Teaching and Learning Speaking Through Think-Pair-Share Technique at the Second Semester of the Eighth Grade of SMP N 1 Tanjung Sari South Lampung in 2015/2016 Academic Year” is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.



Bandar Lampung,
Declared by,

Vivi Vitasari
1011040062

DEDICATION

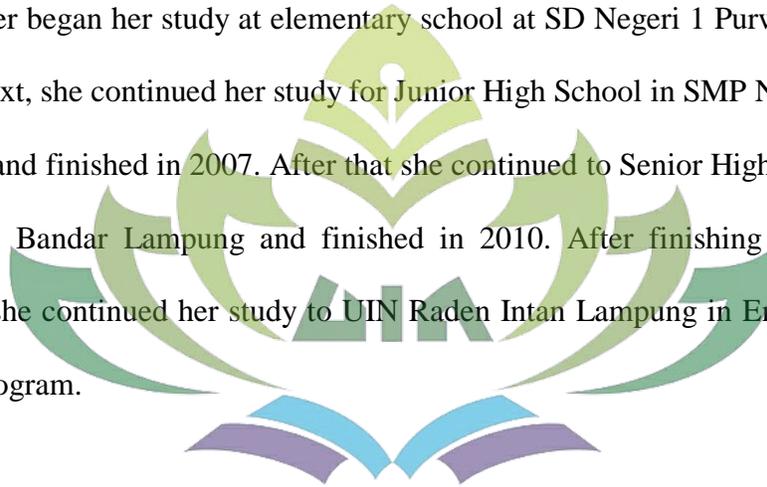
Praise and gratitude to Allah SWT almighty for his abundant blessing to me, and then from my deep heart and great love, this thesis is proudly dedicated to :

1. My beloved father and My mother, Mr. Sutopo and Mrs. Susanti, who always pray for my success, thanks for all motivation and support, I love you forever.
2. My beloved brother Debi Fani Pratama and all my big family, for your supports, motivation and love to me.
3. My beloved friends, Adela, Laila Nurul Hikmah, Ade Irma Pratiwi, Noviahsana, Nurlaily Shabiqoh, Marni Yuniar Rika and All friend's thank you for support me in finishing my study
4. My beloved almamater UIN Raden Intan Lampung.

CURICULUM VITAE

The writer's name is Vivi Vitasari. She was born in Purwodadi Dalam, on February 5th, 1993. She is the first child of two children of Mr Sutopo and Mrs Susanti. She has brother, her name is Debi Fani Pratama. At present, she lives in Purwadadi Dalam, South Lampung.

The writer began her study at elementary school at SD Negeri 1 Purwodadi Dalam in 2004. Next, she continued her study for Junior High School in SMP Negeri 1 Tanjung Bintang and finished in 2007. After that she continued to Senior High School in SMA Negeri 6 Bandar Lampung and finished in 2010. After finishing in Senior High School, she continued her study to UIN Raden Intan Lampung in English Education Study Program.



ACKNOWLEDGEMENT

In the name of Allah the Almighty God, the Most Merciful, and the Most Beneficent, for blessing the writer with His mercy and guidance to finish this thesis. Peace and salutation is extended to our prophet Muhammad peace be upon him, with his family and followers. This thesis entitled “Teaching and Learning Speaking through Think-Pair-Share Technique at the First Semester of the Eighth Grade of SMP Negeri 1 Tanjung Sari South Lampung in 2015/2016 Academic Year” is submitted as compulsory fulfillment of the requirements for S1-degree of English Education study program at Tarbiyah and Teacher Training Faculty at UIN Raden Intan Lampung.

When finishing the thesis, the writer has obtained so many helps, supports, assistances, and many valuable things from various sides. Therefore, the writer would sincerely express her gratitude:

1. DR. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung.
2. Meisuri, M.Pd, the Chairman of English Education Study Program UIN Raden Intan Lampung who has patiently guided and directed until the completion of this thesis.
3. Iwan Kurniawan, M.Pd, the Advisor who has given guidance and help to finish this thesis.

4. Septa Aryanika, M.Pd, the Co-Advisor for the patience in improving the final this thesis.
5. The English Education Lecturers in UIN Raden Intan Lampung.
6. H.Kaolan S.Pd, the headmaster of SMPN 1 Tanjung Sari South Lampung, the teachers and the English teacher, Fatmawati S.Pd and also eighth grade students, especially to VIII A at SMPN 1 Tanjung Sari South Lampung for being so cooperative during the research.
7. My beloved friends of English Departement of UIN Raden Intan Lampung, especially my beloved friends in class D, 2010.

Finally, nothing is perfect and neither is the final project. The writer realizes this thesis still far from perfect, so the writer expects constructive criticisms and suggestions. Any correction, comments, and criticisms for this final project are always welcome.

Bandar Lampung, august 01st, 2017

The writer

Vivi Vitasari

1011040062

TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
APPROVAL.....	iii
ADMISSION.....	iv
DECLARATION.....	v
MOTTO	vi
DEDICATION.....	vii
CURRICULUM VITAE.....	viii
ACKNOWLEDMENT.....	ix
TABLE OF CONTENTS.....	xi
LIST OF TABLES	xii
LIST OF APPENDICES.....	xiii

CHAPTER I :INTRODUCTION

A. Background of the Problem.....	1
B. Identification of the Problem.....	3
C. Limitation of the Problem	4
D. Formulation of the Problem	4
E. Objective of the Research.....	4
F. Uses of the Research	5
G. Scope of the Research	5
1. Subject of the Research	5
2. Object of the Research.....	6

3. Place of the Research.....	6
4. Time of the Research.....	6

CHAPTER II : THE OVERVIEW OF THE RELATED LITERATURE

A. Concept of Teaching English as a Foreign Language.....	7
B. Concept of Speaking	10
1. Definition of Speaking	10
2. Concept of Speaking Ability.....	12
3. Purpose of Speaking.....	13
4. Teaching of Speaking.....	15
C. Obstacles in Teaching and Learning	17
1. Obstacles in Teaching Speaking	17
2. Obstacles in Learning Speaking.....	18
D. Concept of Approach, Methods and Techniques	21
E. Cooperative Learning.....	22
F. Concept of Think-Pair-Share Technique	22
G. Procedure of Teaching Speaking through Think-Pair-Share	24
H. Advantages and Disadvantages of Think-Pair-Share Technique.....	25

CHAPTER III : RESEARCH METHODOLOGY

A. Research Design.....	26
B. Research Subject.....	27
C. Data Colecting Technique.....	28
a. Observation	28
b. Interview	31
c. Questionnaire	32
D. Research Procedure	33
E. Credibility of Data	34
F. Data Analysis	35

CHAPTER IV RESULT AND DISCUSSION	
A. Situation of SMP Negeri 1 Tanjung Sari	36
B. Condition of Teacher and Students	37
C. Facilities of SMP Negeri 1 Tanjung Sari	39
D. Data Analysis	41
1. Data Reduction.....	41
2. Data Display.....	44
3. Conclusion Drawing/ Verivication	58
E. Discussion of Finding	59
CHAPTER V CONCLUTION AND SUGGESTION	
A. Conclution.....	62
B. Suggestion.....	63
REFERENCES	65
APPENDICES	67



LIST OF TABLES

	Pages
Table 1: Class Distribution of Eighth Grade Students of SMP Negeri 1 Tanjung Sari South Lampung in 2015/2016 Academic Year.....	27
Table 2 : Interview Guideline for the Teacher	30
Tbale 3 : Questionnaire Guidelines.....	31
Table 4 : Principles of SMP Negeri 1 Tanjung Sari South Lampung	35
Table 5 : Teachers of SMP Negeri 1 Tanjung Sari South Lampung in 2015/2016 Academic Year.....	36
Table 6 : The Number Students of SMP Negeri 1 Tanjung Sari South Lampung in 2015/2016 Academic Year	38
Table 7 : Facilities of SMP Negeri 1 Tanjung Sari South Lampung in 2015/2016 Academic Year.....	39
Table 8 : The Application of the Steps.....	46
Table 9 : The Application of the Steps.....	51
Table 10 : The Data of Questionnaire	57

LIST OF APPENDICES

	Pages
1. Appendix 1 : The Application of the Steps	67
2. Appendix 2 : Interview's Questions for the Teacher	68



CHAPTER I INTRODUCTION

A. Background of the Problem

Language is very important thing from human life in this world. It is used in all aspects of human life. Language is a system of communication in speech and writing use by people of particular country and used by humans of a system of sound and word to communication.¹ People use language to express inner thoughts, to learn to communicate with other, to fulfill our wants and need, as well as to establish rules and maintain our culture.²

In the era of globalization, English is very important as a means of international communication. Therefore, English is learned by most of people in the world. In Indonesian, English is as the foreign language that is not used every day. People may only learn English from the school or course. The short and limited frequency of the meeting, lack of teaching learning English instrument is a compulsory subject which should be mastered by students. The students are expected to be able to listen, speak, read and write in English around which have been selected based on their development and interest. Students are also expected to comprehend oral and written expression to achieve this objective; the teacher should develop the four language skills; listening, speaking, reading and writing. By using English for many purposes

¹AS Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (London: Oxford University Press,1995), p.245

²Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Cambridge University Press,2007), p.295

and postural context, students can develop their skills for expressing their through, felling and experiences using spoken or written English fix in order to explore their relationship between individual in the international access faced knowledge's word, ideas and value in English.

In this research, the writer only focused on speaking skill. By speaking, people can express their ideas, thoughts and felling to communicate. The average person produces tens of thousands of word a day, although some people may produce even more than that.³ Speaking is useful skill for students, for example students can do many things such as getting a good job, creating job by themselves such as being a guidean interpreter or teaching in course.

During a preliminary research conducted in SMPN 1 Tanjung Sari, the writer asked the English teacher, Fatmawati, S.Pd, about the students' ability in mastering English especially about their speaking ability. The teacher said that the students' speaking ability was below the average. Most of them got difficulties in expressing their ideas or opinion because they lacked vocabulary. Besides, she usually used dialog memorization as a technique to improve the students' speaking ability, and this might make the students get bored of learning speaking. She also said that she used Think-Pair-Share as a technique to teach speaking, but it did not work well. Think-Pair-Share technique is one of cooperative learning strategies that can be used for teaching English, especially for the teaching of speaking. This technique enables the students

³Scott Thornbury, *How to Teach Speaking*, (London: Limited,1998), p.1

to practice speaking through three steps: *thinking*, *pairing* and *sharing*. Thinking means that they have to think about the solution or answer to the question given by the teacher. Pairing means that they have to work in pair to talk about a problem given by the teacher, and Sharing means that the students are to share the result of their discussion with the whole class.

Based on Lilis Pristiani's thesis which is similar to this research, Think-Pair-Share technique is one of some cooperative learning technique, which involves the students collaboration, mutual and collective problem solving, active learning process, no distinction participation, and individual accountability. It could be concluded that Think-Pair-Share technique is one of a good technique in process and learning English.⁴

From the explanation above, the writer was interested in conducting a research about teaching speaking through Think-Pair-Share. The writer would be concerned to observe the process learning of speaking, find out more obstacles faced by both the teacher and he students through a research entitled: "Teaching Speaking through Think-Pair-Share technique at the Second Semester of the Eighth Grade of SMP Negeri 1 Tanjung Sari South Lampung in 2015/2016 Academic Year."

⁴ Lilis Pristiani, *The Influence of Using Think-Pair-Share Technique Towards Students' Narrative Text Writing Ability in Tenth Grade of SMA Persada Bandar Lampung at the Second Semester in the Academic Year of 2016/2017*.(Unpublished Thesis 2017), p.67 UIN Raden Intan Lampung.

B. Identification of the Problem

Seeing the background of the problem above, the writer identified that there were three problems:

1. The students had low vocabulary.
2. The students were not interested in speaking activities which was given by the teacher (students got bored).
3. The students had difficulties to express their ideas in speaking.

C. Limitation of the Problem

In this research, the writer focused on the process of teaching speaking through Think-Pair-Share technique at the second grade students of SMPN 1 Tanjung Sari South Lampung in 2015/2016 academic year. The writer, in this case, saw the problems faced by the teacher in teaching speaking using Think-Pair-Share technique and those faced by the students in learning speaking using Think-Pair-Share technique.

D. Formulation of the Problem

1. How is the process of the teaching and learning of speaking through Think-Pair-Share technique?
2. What are the students' problems in learning speaking through Think-Pair-Share technique?

3. What are the teachers' problems in applying using Think-Pair-Share technique in teaching speaking?

E. Objective of the Research

The objectives of the research were:

1. To know and describe the process of the teaching and learning of speaking by using Think-Pair-Share technique at SMP N1 Tanjung Sari.
2. To know the students problems faced in learning speaking through Think-Pair-Share technique.
3. To know and describe the teacher's problems in applying through Think-Pair-Share technique in teaching speaking.

F. Uses of the Research

In general, it was hoped that the result of the research could be useful for:

1. The students

They were expected to be able to master speaking through Think-Pair-Share technique .

2. The teacher

They were able to use Think-Pair-Share technique as an alternative technique in teaching speaking. Besides, they were expected to be more creative to find suitable teaching techniques like Think-Pair-Share technique to improve their students' speaking ability.

3. To the school

It was hoped that this research scientifically could give a contribution to the institution in improving the quality of English teaching learning process.

G. Scope of the Research

The writer determined the scope of the research as follows:

1. Subject of the Research

The subject of the research was all of the eighth grade students of SMPN 1 Tanjung Sari South Lampung in 2015/2016 academic year.

2. Object of the Research

The object of the research was the use of Think-Pair-Share technique in teaching speaking.

3. Place of the Research

The research was conducted at SMPN 1 Tanjung Sari South Lampung.

4. Time of the research

The reaserch was conducted at the second semester of 2015/2016 academic year.

CHAPTER II THE OVERVIEW OF THE RELATED LITERATURE

A. Concept of Teaching English as a Foreign Language

English as an international language that has large influence to human life. English has been acknowledged by most countries in the world as an International language.

Consequently, English has to be used in international communication for general as well as specific need. Therefore people in countries where English used as foreign language have to learn it. Broughton states, “English as a foreign language is taught in school, often widely, but it does not play an essential role in national or social life.¹ According to Setiyadi, English is really foreign language for language learner in Indonesia, because in Indonesia it is learned only at school and people do not speak the language in the society. It is expected that the students should have the ability or knowledge of English which can be used for communication.² Wilkins says:

“teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned. It means that the students who learn English as a foreign language have little opportunities to use their English in real life situation. As it is known that the objective of teaching a foreign language is to provide the students with the skills which enable them to communicate orally with the speakers of other nationalities who also learn this language.”³

¹Geoffrey Broughton and et.al, *Teaching English as A Foreign Language* (New York: University of London institute of education, second edition, 2003), p.6

²Ag.BambangSetiyadi,*Teaching English as A Foreign Language* (Yogyakarta:Graha Ilmu Ed.1, 2006), p.22

³D.A. Wilkins, *Lingusitics in Language Teaching*(London: Edward Arnold Publisher,1980), p.7

It means that the students who learn English as a foreign language should have limited time to use their English in daily activity. However, teaching English as a foreign language should be different from teaching it as a second language. Setiyadi states that language teaching is influenced by ideas on the nature of language (language theories) and the learning conditions that make learners to acquire the language (learning theories). Differences in language theories may affect the selection of the teaching methods.⁴ It means that in teaching English as a foreign language, the teacher should know what they do in order that he or she can make his or her students learn it. In other words, the teacher should prepare the materials, instructions, and teaching techniques well. In addition, Brown states that teaching shows helping someone to learn do something, giving instructions in the study of something, providing with language, and causing to know or understand.⁵

English as the foreign language has different characteristic from our mother tongue. Although the students have learned English for a long time but their English ability is still low, so the English teacher must be able to give motivation to the students to increase their English competence. Richard and Rodger state that the goal of foreign language learning is to learn a language in order to benefit from mental discipline and intellectual development that result from the language study.⁶ Additionally, Murcia

⁴ Ag. Bambang Setiyadi, *Ibid.*, p.20

⁵ H. Douglas Brown, *Teaching Principles of Language and Teaching*, (New Jersey: Prentice Hall Regents, 1994), p.7

⁶ Rodger, Richard. *Approach and Technique in Language Teaching* (London: Cambridge University Press. 1986), p.5

states that the goal of teaching a second or foreign language would be to gain the ability to communicate in target language that is in language learners.⁷ In other words, in teaching English as a foreign language, a teacher should be able to make his or her students use the language in communication. Besides, Finocchiaro and Bonorno state that the objectives of teaching English in their principles of teaching English as a foreign language are:

1. To give the students' positive ability to understand the English that is used when spoken by native speakers.
2. To give the students' progress ability to read the material in English with the comprehension, easiness, and enjoyment.
3. To give the students' progressive ability to write correctly and creatively in English.
4. To give the students' progressive ability to carry out conversation to the person in their group.
5. To give information, knowledge, attitude, and insight to appreciate the cultural similarity and differences of English spoken by other.⁸

Based on the explanation above, it can be concluded that teaching is the process of transferring knowledge to the students in order to make them learn and use English in both spoken and written forms.

⁷Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language* (New Bury: House Publishing Company, inc., Massachussets, 1978), p.3

⁸ Mary Finocchiaro & Michaael Bonomo, *The Foreign Language Learners*(London: Cambridge University Press, 1978), p.21

B. Concept of Speaking

1. Definition of Speaking

Speaking is one of language skills that plays an important role in learning a language. Siahaan states that speaking is the spoken productive skill. It is the skill of speaker to communicate information to a listener or a group of listeners.⁹

Speaking is one of the important and essential skills that need a lot of practice to communicate. By speaking, people are able to know kind of situation happens in their environment. People who have ability in speaking will receive the information better. Harmer says they have to be able to pronounce correctly. In addition, they need to master intonation, conversation, either transactional or interpersonal conversation. Transactional function has its main purpose conveying information and facilitating the exchange of goods and service, whereas the interpersonal function is all about maintaining and sustaining good relations between people. Speaking is called productive skill because when we speak we produce the language.¹⁰

Speaking is one of four language skills. Sanggam states that, the spoken productive language skill is called speaking. It is the skill of speaker to communicate information to listener or group listener.¹¹ Speaking is one of the four basic skill in learning foreign language besides listening, reading and writing. Furthermore, Tarigan states

⁹SanggamSiahaan, *The English Paragraph*, (Yogyakarta:GrahaIlmu, 2008), p.2

¹⁰Kimtafsirah, Zainal dan Yahmawati, *Teaching Speaking* ,(Jakarta, Ministry of National Education, 2009), p.2

¹¹ Sanggam Siahaan, *Loc.Cit.*,

that, speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinion or feelings.¹² Meanwhile Kimtafsirah states that, speaking is also called productive skill because when we speak produce language.¹³

Furthermore, speaking is the term that the writer uses for verbal communication between people. When two people are engaged in talking to each other, the writer is sure that they are doing communication. Communication between people is an extremely complex and ever changing phenomenon. There are certain generalizations that we can make about the majority of communicative events and these have particular relevance for the learning and teaching process. People do communication for some reason. Harmer states the reason as follows:

1. "They want to say something". What is issued here is general way to suggest that the speaker made definite decisions to address other people. Speaking may, of course be forced upon them, but we can still say that they feel the need to speaker, otherwise they will be silent.
2. "They have some communication purpose". Speakers say thing because they want something to happen as a result of way the say. They may want to cram their listener; to give some information, to express pleasure; they may decide to be rude or flatter, to agree or complaint. In each of these cases they are intereted in

¹²Henry G.Tarigan,*Berbicara Sebagai Suatu Ketrampilan Berbahas*, (Bandung: Angkasa,1981),p.15

¹³Kimtafsirah, Zainal dan Yahmawati, *Op.Cit.*,p.5

achieving this communicative purpose what is important the message they wish to convey and the effect they want it to have.

3. “They select from their language store”. Speakers have an infinite capacity to create new sentences. In order to achieve this communication purpose they will select (from the “store” of language they possess) the language thing is appropriate for this purpose. Of course there will be a desire to communicate on the part of the students and they will also have communicative purpose. Where the students are involved in a drill or a repetition, they will be motivated the need to reach the objective of accuracy. The emphasis is on the form the language . A teacher should be increasing procedures of teaching in order that the objective is reached.¹⁴

From the definition above, it can be concluded that speaking is productive skill of conveying to words or sounds of articulation to express or to deliver ideas, opinion or feelings.

2. Concept of Speaking Ability

Speaking is the process between speaker and listener and it involves the productive skill and receptive skill understanding. To be good at speaking, the students must have the mastery of pronunciation, fluency, grammar, vocabulary, and comprehension. This is supported by Wood who states that success is measured not only in the functional effectiveness of the language, but also in the terms of the

¹⁴Jeremy Harmer, *How to Teach English*, (Englan: Longman, 2001), p. 46

acceptability of the forms that are used.¹⁵ Based on the preceding statement, it can be said that speaking ability is the ability to express ideas, thought, feelings and opinions orally.

Additionally, speaking ability is one of language abilities to be learned and mastered by the students in learning a foreign language. By practicing speaking the language learned, the students will more easily master it. Speaking is limited to the ability to conduct a simple conversation on some subjects, while speaking skill is a difficult one to access with precision since it is a complex skill to acquire. In communicating with other people, it is important to know the situation whether it is formal or informal. Besides, it is also important to know that the language used, in this case English, can be standard or non-standard so that they can communicate effectively.

Furthermore, it can be concluded that students' speaking ability is their ability to express their ideas, opinion, thought, experiences and feelings using English with good mastery of grammar, vocabulary, pronunciation, fluency and comprehension. It can finally be indicated with scores gained by the students from the test given.

3. Purpose of Speaking

Speaking is the term that the writer uses for verbal communication between two people. When they are engaged in talking to each other, the writer is sure that they are doing communication. Communication between people is an extremely complex

¹⁵ William Little Wood, *Communicative Language Teaching*, (Cambridge: University Press, 2004), p.21

and ever changing phenomenon. There are certain generalizations that we can make about the majority of communicative events and these have particular relevance for the learning and teaching process. People do communication for some reason.¹⁶

In addition, Harmer states the reasons as follows:

1. “They want to say something”. What is issued here is general way to suggest that the speaker made definite decisions to address other people. Speaking may, of course be forced upon them, but we can still say that they feel the need to speak, otherwise they will be silent.
2. “They have some communication purpose”. Speakers say things because they want something to happen as a result of what they say. They may want to inform their listener; to give some information, to express pleasure; they may decide to be rude or flatter, to agree or complain. In each of these cases they are interested in achieving this communicative purpose what is important the message they wish to convey and the effect they want it to have.
3. “They select from their language store”. Speakers have an infinite capacity to create new sentences. In order to achieve this communication purpose they will select (from the “store” of language they possess) the language thing is appropriate for this purpose. Of course there will be a desire to communicate on the part of the students and they will also have communicative purpose. Where

¹⁶Jeremy Harmer, *Loc. Cit.*,

the students are involved in a drill or a repetition, they will be motivated the need to reach the objective of accuracy. The emphasis is on the form the language . A teacher should be increasing procedures of teaching in order that the objective is reached.¹⁷

Harmer states that speaking activities provide rehearsal opportunities, chances to practice real life speaking in the safety of the classroom. Speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students.¹⁸

From the explanation above it can be concluded that the purpose of speaking activities for the students should promote better speaking rather than having the students speak only to focus on specific language. Speaking activities should be extremely engaging for the students. The teacher should be able to set up speaking activities properly so that the students produce satisfactory feedback.

4. Teaching of Speaking

Among the four skills (listening, speaking, reading, writing), speaking seems the most important people who know language are referred to as “speaking” of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak.

¹⁷*Ibid.*, p. 46

¹⁸*Ibid.*, p.123

Teachers should be able to make students interested in joining their lesson especially speaking. If teachers have a good technique in teaching, students will understand easily what is explained by the teacher. Kimtafsirah, Zainal, and Yahmawati state the purpose of teaching speaking is to train the teachers the fluency of using the target language and to understand the concept of teaching speaking and the techniques of teaching it as well and The goal of language teaching is to make the communicative competence and to develop procedures for the teaching of the four language skills that acknowledge the independence of language and communication.¹⁹

By using interesting method, teachers will reach the target of language easily and students will train and practice in the skill of interactive real time talk because teaching speaking needs communicative competence, so teachers should master the elements of speaking such as pronunciation, vocabulary, fluency and the grammar. To help students develop communicative efficiency in speaking, teacher can use a balance activities approach that language input, structure input and communicative output. According to the National Capital Language Resource Center,

“The goal of teaching speaking skill is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to the faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation.”²⁰

¹⁹Kimtafsirah, Zainal and Yahmawati, *Op.Cit.*, P.7

²⁰<http://teachers-call.com/2008/04/how-to-teach-speaking.html>

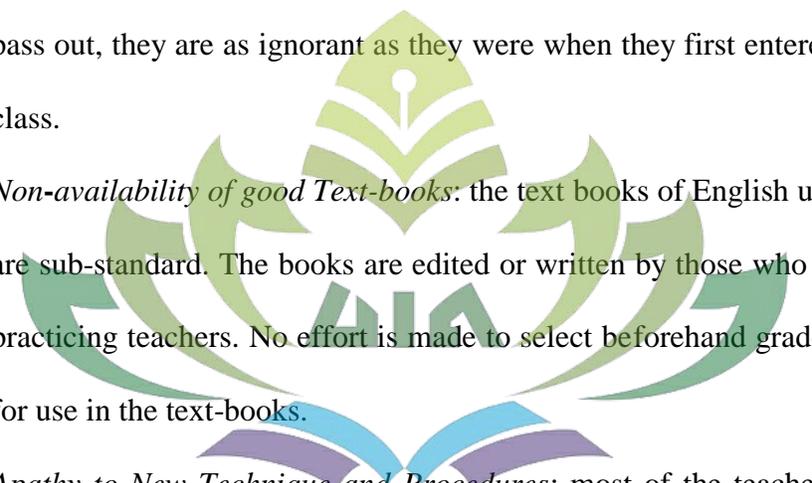
In everyday communication, spoken exchanges take place because speaking is a real communicative. In communicative output activities, the criterion is whether the learners get the message across so teacher should afford to make the students gain what the teacher expected.

C. Obstacles in Teaching and Learning Speaking

1. Obstacles in Teaching Speaking

As explained before that teaching speaking is very essential especially for understanding English in the class. However, there are some obstacles faced by the teacher in teaching speaking which affect the outcomes of teaching learning speaking in the class. Some of those obstacles, as Thakur states, can be described as follows:

- a. *Over-crowded class*: teachers of English experience a lot of problems in handling such a big class. It is difficult to pay due attention to individual student and it is very much desirable in English classroom.
- b. *Lack of Competent teachers*: incompetent teachers are the main source of trouble as far as the teaching of English in schools. They are either trained in old method and have never cared to look for something better in new techniques or there are those who receive new insights but never apply their knowledge to actual teaching work and remain satisfied with routine methods. Sometimes, English is taught by those who did not offer this subject while under training.

- c. *Faulty Methods of Teaching*: the teaching of English suffers from the faulty methods of teaching. In most of the schools, the translation method is the sole favorite with the teachers. The teacher picks up the reader, translates the paragraph, writes the meanings of difficult words on the board and assigns some homework and that is all. No attention is ever paid to pronunciation practice, listening comprehension and structure practice so that when they pass out, they are as ignorant as they were when they first entered the English class.
- d. *Non-availability of good Text-books*: the text books of English used in schools are sub-standard. The books are edited or written by those who are not actual practicing teachers. No effort is made to select beforehand graded vocabulary for use in the text-books.
- e. *Apathy to New Technique and Procedures*: most of the teachers working in middle and high schools are both ignorant and apathetic to the new techniques and procedures of teaching of English. The new generation of teachers is being given training in new methods but the teachers fail miserably when they are actually put on the job.
- f. *Inadequate Provision of Teaching Aids*: a general survey of teaching in schools would reveal that most of the teaching is being done without the help of any aid. The teacher of English hardly takes any initiative to prepare even
- 

simple charts or flashcards which can greatly help them in teaching their subject well.²¹

2. Obstacles in Learning Speaking

according to Sitompul there are two kinds of factors that causing learning difficulties as follows :

1. Internal factors (students namely the things that emerged from within the students themselves)
 - a. Physical disorders such as sensory disorders, disability , and so on.
 - b. Mental weakness such as lack of intelligence capabilities, lack of interest.
 - c. Emotional weakness such as insecure, less adaptable, hate, antipaty.
 - d. Weakness caused by wrong habits and attitudes such as lack of attention and interest in school work, lazy learning are often absent.
2. External factors (students things that come from outside the students)
 - a. Influence less harmonious family environment, lack of family life, the attitude of parents who do not pay attention to her.
 - b. School environment does not support such as a method is wrong and inadequate for active, lack of equipment and learning resources.
 - c. Society as many people views on education are wrong, and mischievous playmates.²²

²¹*Ibid.*, p.129

²²RoslinaSitompul.*KesulitanBelajar Speaking*, <http://id.Shvoong.com/writing-and-speaking/2202963-mengungkap-factor-faktorkesulitanbelajar/> (accessed on March 12, 2015)

Wide, Burn and Joyce in Ovie Novitasari also state that there are some factors that included in psychological factors that related with second language learning among them are follows :

1. Lack of motivation

Motivation is the power of some who will achieve something.

2. Anxiety

Anxiety, simply speaking is a kind of troubled feeling in the mind.

3. Self-confidence

Self-confidence is the most significant in language learning. It provides learners with the motivation and energy to become positive about their own learning.

4. Shyness

Shyness is one of the difficulties that every student faces while learning a new language and factor that cause reluctant to speak in English class.

5. Students' fear of ridicule or laughter.²³

From the explanation above, it can be concluded that some of obstacles faced by learner or students in learning speaking are from internal and external. In additions, there are Lack of Motivation, Anxiety, Self-Confidence, Shyness, and Students' fear of ridicule or laughter.

²³OviNovitasari, *Psychological Problems faced by Students in Learning Speaking, Second Language Teaching, and Learning*, <http://www.education-English.com/2012/08/psychological-problem-faced-by.html> (accessed on March 12,2015)

D. Concept of Approach, Technique and Technique

Anthony in Richards and Rodgers clarifies the differences between approach, method, and technique. He states that approach is the level of theories, technique is the plan of language teaching which is consistent with the theories, and techniques carry out a method. In other words, the arrangement of the three is that approach axiomatic, technique is procedural and technique is implementational.²⁴

In addition, Setiyadi adds that an approach is a set of correlative assumption dealing with the nature of language and the nature of language learning and teaching. A method, which is developed based on some assumptions of an approach, includes the whole plan for the presentation of language materials, while technique is implementational, meaning that a teaching or learning in the classroom. Techniques are not exclusive to certain methods. To some extent, different methods may have some similar techniques even though they must have other different techniques.²⁵

Based on the explanation above, the writer concludes that the teacher needs a technique for teaching speaking the students. In this case, the teacher can use Think-Pair-Share as a technique in the teaching of speaking. It is a part of cooperative learning methods that enables students to improve their speaking ability.

²⁴Jack C. Richards and Rodgers, *Approaches and methods in Language Teaching*, (Cambridge: Cambridge University Press, 2007).p.19

²⁵A.g.BambangSetiyadi,*Op.Cit.*, p.9

F. Cooperative Learning

Cooperative learning is one of the most remarkable and fertile areas of theory, research, and practice in education. Cooperative learning exists when students work together to accomplish shared learning goals. Each student can then achieve his or her learning goal if and only if the other group members achieve theirs.²⁶ In addition, Roger states that cooperative learning is a successful teaching strategy in which the students work in small teams using a variety of learning activities to improve their understanding of a subject. Every member is not only responsible for learning what they learned but also for helping their friends to learn. Thus, creating an atmosphere of achievement is important. It means that each student achieves his or her learning goal if the other group members achieve theirs.²⁷

From the statement above, the writer concludes that cooperative learning is an alternative learning strategy where the students learn in groups to help each other to achieve their own learning goal.

G. Concept of Think-Pair-Share Technique

Think-Pair-Share is an equity pedagogical best practice because it provides students with (a) ‘think time’, a period to reflect and compose their answer, (b) ‘behavioral

²⁶David W. Johnson, *et.al. Cooperative Learning Methods: A Meta-Analysis*. (University of Minnesota, 2000), p.2.

²⁷*Ibid.*,

rehearsal time', a period to practice stating their thoughts with a classmate, and (c) five safe options including sharing thoughts of a learning partner. The research on Think-Pair-Share is compelling in that it encourages increased student participation, and higher levels of student thinking and questioning.²⁸

According to Suprijono Think-Pair-Share technique is one of cooperative learning strategies in which the students are to learn through three steps, *thinking, pairing, and sharing technique*.²⁹ In other words, the students have to go through the process of thinking in which the teacher leads the activity. The teacher, in this case, initiates the class by giving some questions. This activity is aimed at making the students think of what to do. For the second step, *pairing*, the teacher asks the students to work in pair. Here, each pair is to discuss the answers to the questions given by the teacher. For the last step, *sharing*, the teacher asks the students (each pair) to share their finding with the whole class. Furthermore, it is expected that there will be a question and answer session between the students in order that they can gain better understanding.³⁰

From the explanation above, it can be said that Think-Pair-Share technique is one of cooperative learning strategies that can be used for teaching English, especially for the teaching of speaking. This technique enables the students to practice speaking through three steps, *thinking, pairing, and sharing technique*. *Thinking* means that

²⁸ www.wcer.wisc.edu/archive/c11/CL/.../thinkps.ht. Lyman, F. (1981). *The Responsive Classroom Discussion: The Inclusion of All Students. Mainstreaming Digest*. University of Maryland, College Park, MD. Accessed in December 2015.

²⁹ AgusSuprijono, *Cooperative Learning Teori&Aplikasi PAIKEM*, (Yogyakarta: PustakaPelajar, 2013), p.91

³⁰ *Ibid.*,

they have to think about the solution or answer to the questions given by the teacher.

Pairing means that the students have to work in pair to talk over a problem given by the teacher, and *Sharing* means that the students are to share the result of their discussion with the whole class.

H. Procedure of Teaching Speaking through Think-Pair-Share Technique

Below is the procedure of teaching speaking through Think-Pair-Share technique.

Thinking phase:

1. The teacher asks some questions related to the topic to the students.
2. The teacher gives the students some minutes to think over the answers to the questions given by him.

Pairing phase:

3. The teacher asks the students to work in pair to discuss the answer of each question given by the teacher.

Sharing phase:

4. The teacher asks each member of the pair to share their answer with the class.
5. The teacher lets the class find out new experiences or knowledge from this activity.³¹

³¹*Ibid.*,

H. Advantages and Disadvantages of Using Think-Pair-Share Technique

There are some advantages and disadvantages of using Think-Pair-Share technique:

1. Advantages of using Think-Pair-Share method

- a. All trainers are engaged in the thinking process, including those quiet students
- b. Trainers feel more comfortable and find it easier to get in a discussion with person next to them rather than a table group
- c. Active learning is a remarkable learning style for trainers
- d. Showing the importance of having partnership or team work
- e. Improving the communication skills
- f. Helping trainers fix the content of the lesson in their memories when the class has an hour duration
- g. Developing skills in small-group discussion
- h. Everyone has an equal opportunity to participate in training activities
- i. Trainers are motivated to learn as they enjoy the socializing component.

2. Disadvantages of using Think-Pair-Share method

- a. Time consuming
- b. Hard to assist all trainers during the discussion since they have so many groups.³²

³²Simon, C. A. [n.d.]. "Using the Think-Pair-Share Technique". Retrieved from the Read Write Think website:(<http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html>)

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

This research is the descriptive qualitative research. This research uses qualitative research because Sugiyono states that qualitative research has the natural setting as the direct source of data and the writer is the key instrument, dynamic in looking at the object, based on a real object, holistic, and there is not influence from others.¹ In addition, Bodgan and Taylor in Setiyadi state that qualitative research is a research that produces descriptive data in the form of written words or oral from the subject in its behavior that can be observed, therefore the goal of the research is an individual understanding and its background completely.² In qualitative research, the data is collected in the form of descriptive data, such as personal documents, field notes, the action of respondents, and documents.³

By this qualitative research, the writer focused on the process of teaching and learning speaking by using Think-Pair-Share technique and the problems faced by both the teacher and the eighth grade students of SMP N 1 Tanjung Sari South Lampung, the problems faced by the teacher in teaching speaking by using Think-Pair-Share technique, and the problems faced by the students in learning speaking through Think-Pair-Share technique. By this way, the writer hopes that this research

¹Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung: ALfabeta, 2013), p.16-18

²Bambang Setiyadi, *Metode Penelitian untuk Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006), p.219

³Andi Prastowo, *Metode Penelitian Kualitatif*, (Yogyakarta: Ar-ruzz Media, 2011), p.43

will reveal this matter clearly for the sake of English learning improvement in the classroom.

B. Research Subject

Population is the whole subject of the research. According to Sugiyono, population is generalization area that consists of objects and subjects that have certain quality and character to be learned and to be conducted.⁴ In this research, the writer chosen the eighth grade students of SMPN 1 Tanjung Sari South Lampung as the population of the research. The number of population was 238 students distributed in 6 classes. Look at the table of class distribution of the eighth grade students below:

Table 1
Class Distribution of the Eighth Grade Students of SMP Negeri 1 Tanjung Sari South Lampung in 2015/2016 Academic Year

CLASS	NUMBER OF STUDENTS		TOTAL
	MALE	FEMALE	
VIIIA	14	20	34
VIIIB	18	22	40
VIIIC	19	22	41
VIIID	18	24	42
VIIIE	18	23	41
VIIIF	17	23	40
Total	108	136	238

Source: SMP Negeri 1 Tanjung Sari south Lampung in 2015/2016academic year

In this research, the writer used purposive sampling technique. According to Sugiyono, purposive sampling is sampling technique to determine the sample by

⁴Sugiyono, *Op.Cit.*, p.124

judgement. Sampling is based on a specific purpose such as to balance: focus on research, scientific judgement, reason limited time, energy and money.⁵

The writer took the English teacher and one class, VIII A, as the sample of the research since it is appropriate with the purposive sampling that explains sampling is based on a specific time, energy and money, and also students of this class have various capability so that the sample represents the population, because the students in this class have various abilities. Whereas, in the other classes, they have been made groups of class appropriate with the students' ability. Therefore, the writer chose the English teacher, Fatmawati, S.Pd., and class VIII A consisting of 34 students as the subject of the research.

C. Data Collecting Technique

In this research, there were some steps conducted with the intention of gaining until the end of teaching learning process. Therefore, in this research, the writer used two methods of triangulation method in conducting the research. They were observation and interview to gain the data of this research. The steps are as follows:

1. Observation

Observation is collecting data process which in this research the writer observes the research situation of teaching learning process in the class.⁶ Observation is properly

⁵*Ibid.*,

⁶Sugiyono, *Op.Cit.* p.310

used in the research which is related with teaching learning process, students' activity, and problems which may arise.

According Sugiyono, there are three kinds of observation, such as participant observation, non-participant observation, and non-structure observation.⁷ Furthermore, in this research, the writer used non-participant observation where data are collected by observing behavior without interacting with the participants.

In this research, the writer as an observer to get the data. The writer was not involved directly in the classroom activity. The writer made a note during the teaching learning process. In this case the writer noted how the process of teaching learning speaking through Think-Pair-Share, students' responses, students' problems in learning speaking and teacher's problems in teaching speaking by using Think-Pair-Share technique. The aspects of observation guideline are described as follows:

Table 2
Observation Guidline

No	Pointer of Observation	Yes	No	Note
A.	Process			
1	Thinking phase a. The teacher asks some question related to the topic to the students b. The teacher gives the students some minutes to think over the answer to the questions			

⁷*Ibid.* p.310

	<p>give by him</p> <p>Pairing Phase</p> <p>a. The teacher asks the students work in pair discuss the answer of each question given by the teacher</p> <p>Sharing phase</p> <p>a. The teacher asks each member of the pair to share their answer with the class.</p> <p>b. The teacher lets the class find out new experiences or knowledge from this activity</p>			
	Teacher's problem			
1	Over-crowded			
2	Lack of competent teacher			
3	Faulty methods of teaching			
4	Non-availability of good text-books			
5	Apathy to new techniques and procedures			
	Student's problems			
1	Lack of motivation			
2	Anxiety			
3	Self-confidence			
4	Shyness			
5	Students' fear of ridicule or laughter			

2. Interview

Esterberg in Sugiyono states that interview is a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic. Interview is a conversation between two people (interviewer and interviewee) where questions will be asked by the interviewer to obtain information from the interview.⁸

According to Lodico, there are five types of interview; they are one-to-one, group interview, structured interview, semi-structured interview, and unstructured interview.⁹ In this research the writer used semi-structured interview. It is included in depth interview where in applying this interview is free and it is aimed at finding the problems more openly. In this type of interview, the interviewee will be asked about opinions and ideas and the interviewer then will have to listen carefully to the interviewee and note what he/she says.

It means that in the interview the writer had a list of key themes, issues, and questions to be covered, but it could be changed depending on the direction of the interview. In the interview, the writer will collect the data about problems faced by the teacher in teaching and the students in teaching learning speaking through Think-Pair-Share technique.

⁸Sugiyono, *Op.Cit.*p.317

⁹ Marguirite Lodico, *Methods in Educational Research* (USA: Wiley Imprint, 2010), p.139

Table 3
Interview Guidelines for the Teacher

Components of interview for the teacher	No. item	Total item
The writer asks about general process of English teaching and learning activity.	1	1
The writer asks the teacher about the problem in teaching speaking through Think-Pair-Share.	2,3,4,5,6	5
The writer asks the teacher applying in speaking through Think-Pair-Share.	7	1

3. Questionnaire

Questionnaire is a list of questions that used by research by writer to get data from students directly through a process of communication or ask question or ask question.¹⁰ The writer gave questionnaire to the students in order to know the further opinions and to know the aspect that my influence the students learning process and to confirm the answer given by their teacher. From collecting data through questionnaire, the writer find out the students respond about the teaching learning process of speaking through Think-Pair-Share and problems faced by students.

The writer distributed the questionnaire after the process of teaching speaking by using Think-Pair-Share. The aim was to find out problems faced by the students in learning Think-Pair-Share by using Think-Pair-Share technique. Furthermore, in this research, the writer used close-ended questions and give the questionnaire to the students. A close-ended question is question is a question format that limits

¹⁰John Hendri, Merancang Kuosionar Riset Pemasaran,([Http://www.Stm.Kuosionar Riset Pemasaran Universitas Gunadarma.edu. Pdf](http://www.Stm.Kuosionar Riset Pemasaran Universitas Gunadarma.edu. Pdf).accesed on December 2nd 2014).pp.1

respondents with a list of answer choices from which they must choose to answer the question.¹¹ Meanwhile, the questionnaire grills used by the researcher as follows :

Table 4
Questionnaire Guidelines

Components of interview for the students	No. item	Total item
To know the students opinions about using Think-Pair-Share technique.	1,2	2
To know the students' problem in learning speaking through Think-Pair-Share.	3,4,5,6,7	4

D. Research Procedure

In conducting the research, the writer went through the following steps :

1. Finding the subject of the research. The population was the eighth grade students of SMP Negeri 1 Tanjung Sari South Lampung in 2015/2016 academic year. Then, the writer took a sample out of the whole population.
2. Making discussion(s) on lesson plan with the English class teacher.
3. Doing observation and taking notes on any cases taking place during the lesson.
4. Giving interview and observing the students filling in the question.
5. Having an interview with the English class teacher after the teaching learning process is over.

¹¹ Marguerite Lodico, *Op.Cit*, p.143

6. Analyzing the notes taken from the observation, interview and questionnaire.

E. Credibility of the Data

In the qualitative research, the writer had to reveal the data as the real life of the subject. This qualitative research used some methodologies to keep the validity of the data in order to have more accurate conclusion. To make the data valid, the writer used triangulation. According to Setiyadi, triangulation is the combination of three methods or more in collecting the data about attitude of the observation, interview and questionnaire subject of the research, because the attitude of human being is quite complex. The use of single method in collecting the qualitative data is often considered as enough.¹²

In this research, the writer used triangulation. In triangulation method, the writer used two data collecting techniques, they are: observation and interview. The observation and interview was focused on the process of teaching speaking. The interview is conducted to get the data which can be used to make sure about the result of the observation. By applying the two techniques of triangulation, the writer expected the result of this research was gained well because the data collected more than once.

¹²Bambang Setiyadi, *Op.Cit*, p.246

F. Data Analysis

In this research, the writer conducted some steps to analyzing the data, they were as follows:

1. Data Reduction

The reduction of the data in the research means as the process of selecting, abstracting, and simplifying the data gained from the note of the interview and observation. Then, this summary was analyzed to seek the important information, group the data, and select the data needed and arrange the data to the proper format so that it can give a meaningful result and conclusion.

2. Data Description

The next step was to describe the data gained from the result of data reduction. The information gained from observation, interview, and documentation was gathered and organized according to the research focus. From the display, the next conclusion and verification was applied.

3. Data Conclusion

The last step in analyzing the data was concluding the data and verifying the data. In this step, the writer avoided any one-sided impression and stay openly so that she really came up with a clear, explicit, and grounded conclusion.¹³

¹³*Ibid.*,

CHAPTER IV RESULT AND DISCUSSION

A. The Situation of SMP Negeri 1 Tanjung Sari

1. The Location of the School

SMP Negeri 1 Tanjung Sari is located on jalan Raya Tanjung Sari South Lampung. It is about 30 km from Bandar Lampung.

2. The History of the School

SMP Negeri 1 Tanjung Sari South Lampung was built in 1966 on a land of 6.224 m². In 1967 the teaching learning activities firstly started. Since the establishment SMP Negeri 1 Tanjung Sari has been led by some principals. The following is the list of principals and their mandates:

Table 5
Principals of SMP Negeri 1 Tanjung Sari South Lampung

No	Name	Year/Period	Remarks
1	Drs. Bahrum Mustaqin	1967 – 1977	
2	Drs. Hariyanto	1977 – 1982	
3	Drs. Bambang Widiyanto	1982 – 1986	
4.	Dra. Sri Hermawati	1986 – 1994	
5.	Dra. Hj. Nurhayati	1994 - 2000	
6	Samsul Bahri, S.Pd	2000 – 2004	
7	Widya Armarinda, S.Pd	2004 – 2011	
8	Kaolan, M.Pd	2011 - sekarang	

The activities of teaching learning process take place in the morning and the afternoon. In the morning it is especially for the eighth and ninth grade students. They start at 07.15 a.m and ends at 12.30 p.m. and in the after, the seventh grade students begin the class at 12.45 p.m and end at 17.00 p.m. This school has 21 classrooms which is used to place 1020 students from the seventh graders to the ninth graders.

B. The Condition of Teachers and Students

a. The Teachers

The number of teachers in SMP Negeri 1 Tanjung Sari in 2015/2016 academic year is 62 that can be seen in the following table.

Table 6
Teachers of SMP Negeri 1 Tanjung Sari South Lampung
in 2015/2016 Academic Year

No	Name	Education	Subject Taught
1	Drs. Hariyanto	S1	Civic Education
2	Dra. Hernasari	S1	Indonesian language
3	Drs. Samsul Bahri	S1	Social Sciences
4	Guntur Panjaitan, S.Pd	S1	Mathematics
5	Joko Purwanto, S.Pd	S1	Mathematics
6	Ida Zubaidah, S.Pd	S1	Biology
7	Riaqan Maulana, S.Pd.I	S1	Religion
8	Abdul Hakim, S.Pd.I	S1	Religion
9	Sri Rejeki, S.Pd	S1	Physics
10	Albert Nainggolan, S.Pd	S1	Physics
11	Fatmawati, S.Pd	S1	English
12	Abdul Gofur, S.Pd	S1	English
13	Fitriyani, S.Pd	S1	English
14	Sarifah Umami, S.Pd	S1	Art and Culture
15	Regina Asriyanti, S.Pd	S1	Art and Culture
16	TM. Zaini, S.Pd	S1	Computer

17	Wasilah, S.Pd	S1	Indonesian Language
18	Irwansyah, S.Pd	S1	Indoneisan Language
19	Hj. Ummi Kulsum, S.Pd	S1	Social Sciences
20	Hi. Umar Ali, S.Pd	S1	Civic Education
21	Donny Angara, S.Pd	S1	PE
22	Muh. Nuh, S.Pd	S1	PE
23	Dwi Purwanto. Spd	S1	Mathematics
24	Bambang Kurniawan, S.Pd	S1	Mathematics
25	Hi. Asrul Sani, S.Pd	S1	Social Sciences
26	Hj. Masrifah, S.Pd	S1	Social Sciences
27.	Turmisji, S.Pd	S1	Sciences
28	Rahmalia, S.Pd	S1	Sciences
29	Irawati Fajri, S.Pd	S1	Civic Education
30	Irawansyah, S.Pd	S1	Counseling
31	Upik Hermawati, S.Pd	S1	Counseling
32	Windy Siregar, S.Pd	S1	Sciences
33	Ridwan Kamil, S.Pd	S1	Mathematics
34	Siti Karnila, S.Pd	S1	Mathematics
35	Suharyadi, S.Pd	S1	Geography
36	Sri Mulyati, S.Pd	S1	Geography
37	Inggrid Pasaribu, S.Pd	S1	English
38	Fatmawati, S.Pd	S1	English
39	Hi. Sutopo, S.pd	S1	Sciences
40	Mukhsin, S.Pd	S1	Biology
41	Rosnawati, S.Pd	S1	Religion
42	Bambang Sutadi, S.Pd	S1	Indonesian Language
43	Benny Indra Gunawan, S.Kom	S1	Information and Communication Technology
44	Bayu Setiawan, S.Kom	S1	Information and Communication Technology
45	M. Noer Salim, S.Pd.I	S1	Religion
46	Nurjannah, S.Pd	S1	Character Education
47	Desmita I.P, S.Pd	S1	Character Education
48	Ulina Fransiska, S.Pd	S1	Religion (Christian)
49	Sri Asnawati, S.Pd	S1	Sciences

50	Imron Ali, S.Pd	S1	Mathematics
51	Sugiarti, S.Pd	S1	Art and Culture
52	Yustina, S.Pd	S1	Indonesia Language
53	Octaviani, S.Pd	S1	Biology
54	Tania Intan Agustin, S.Pd	S1	Civic Education
55	Purwanto, S.Pd	S1	PE
56	Indera Subekti, S.Pd	S1	Counseling
57	Farida Sani S., S.Pd	S1	Computer
58	Nirmalasari, S.Pd	S1	Indonesian Language
59	Wiwini Pratiwi, S.Pd	S1	Character Education
60	Firmansyah, S.Pd	S1	Mathematics
61	Titin Fitria, S.Pd	S1	Biology
62	Resti Fatia, S.Pd	S1	Social Sciences

b. The Students

There are 726 students in SMP Negeri 1 Tanjung Sari in 2015/2016 academic year which are distributed into 18 classes. Below is the class distribution at the school:

Table 7
The Number Students of SMP Negeri 1 Tanjung Sari South Lampung in 2015/2016 Academic Year

No	Class	Gender		Total
		Male	Female	
1	Class VII	112	132	240
2	Class VIII	106	134	244
3	Class IX	120	122	242

Source: The data of SMP Negeri 1 Tanjung Sari in 2015/2016 academic year

C. The Facilities at SMP Negeri 1 Tanjung Sari

To support the teaching learning activities at SMP Negeri 1 Tanjung Sari, it provides some facilities that can be seen below:

Table 8
Facilities of SMP Negeri 1 Tanjung Sari South Lampung
in 2015/2016 Academic Year

No	Kinds of Facility	Number
1	Classes	18
2	Headmaster Office	1
3	Staff Office	1
4	Teachers office	1
5	Library	1
6	Biology Laboratory	1
7	Chemistry Laboratory	1
8	Computer Laboratory	1
9	Health Care Unit	1
10	Boy Scout Room	1
11	Canteen	1
12	Musholla	1
13	Committee Room	1
14	Parking Lot for Teacher	1
15	Security Room	1
16	Art Room	1
17	Futsal court	1
18	Basketball Court	1
19	Sport Hall	1
20	Language Laboratory	1
21	OSIS room	1

Source: The data of SMP Negeri 1 Tanjung Sari in 2015/2016 academic year

The research was conducted at SMP Negeri 1 Tanjung Sari South Lampung in the second semester of the eighth grade which started from January 6, 2016 until January 19, 2016. In this research the writer enclose the date and the schedule as follows:

1. On Wednesday, 6 January 2016, the writer met the headmaster and asked her for permission to conduct the research at the school. On the same day, the

writer met one of the English teachers (Fatmawati, S.Pd) to discuss the plan and the schedule of the research.

2. On Wednesday, 12 January 2016, the writer conducted the first research by doing an observation (the first meeting).
3. On Friday, 14 January 2016, the writer conducted the second research by doing the second observation (the second meeting).
4. On Wednesday, 19 January 2016, the writer asked for the data of the school such as school profile, names of teachers and number of students.

D. Data Analysis

After collecting the data, the writer analyzed the data that contained observation, interview, and questionnaire. According to Sugiyono there are three major phases of data analysis, they were: data reduction, data display, and conclusion drawing or verification.

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. Thus, the writer selected which data that were used in the research. There were three kinds instrument used to collect the data: observation, interview, and questionnaire. Observation became the main instrument in this research, whereas the interview and questionnaire became the supporting instrument. In this step, the writer analyzed the data based on each instrument.

a. Observation

The writer employed an observation (see appendix 1). The observation was conducted to know how the process of the teaching learning of speaking through Think-Pair-Share technique. The observation was conducted in two meetings. In the observation process, the writer prepared an observation sheet. The data of the observation was identified as described in the following discussion.

(1) First Meeting

a. Observation

In the first meeting, the writer conducted the research on Wednesday, 12 January 2016 in the afternoon. Before the teaching learning process was conducted, the teacher firstly prepared the material to be delivered.

a. Pre-activity

The teacher opened the class by greeting the students, then she checked the students' attendance. After that, the teacher reviewed the previous lesson by asking some questions. Then, the teacher tried to motivate the students and brainstormed the lesson. The teacher introduced the topic of the lesson and the technique to be used. The teacher explained the material to be learned by the students and then she introduced the technique to use to help them speaking. The teacher gave some samples of using Think-Pair-Share to the students to learn speaking.

b. While-Activity

In the while-activity, the teacher applied Think-Pair-Share technique in the teaching and learning speaking. The teacher asked some questions to the students. The teacher

gave the students some minutes to think over the questions. Then, the teacher asked the students to work in pairs to discuss the answer of each question given. After that, the teacher asked each member of the pair to share their answer with the class. Finally, the teacher let the students find out new experiences or knowledge from the activity.

c. Post-Activity

In the post activity, the teacher evaluated the students' response in the teaching learning of speaking. Then, the teacher concluded the teaching of speaking through Think-Pair-Share technique by giving the objective in the teaching learning of speaking. Finally, the teacher asked the students to learn deeply to prepare for the next lesson. The teacher closed the class by saying leave-taking.

b. Interview

To support the data of observation, the writer employed an interview to the teacher of the eighth grade to investigate the problems faced by the teacher during the teaching learning. There were six questions that the writer asked to the teacher (see appendix 2).

1. The first point of the interview was to know the process of teaching learning of speaking through Think-Pair-Share technique.

2. The second until the seventh point of the interview was to know the teacher's problems during the process of the teaching of speaking through Think-Pair-Share technique in the classroom.

From the result of the interview the writer could conclude that the problem faced by the teacher was being an over-crowded class where the students were very busy with their activity and having much laughter. In fact, the teacher could hardly handle this condition.

c. Questionnaire

The writer also employed questionnaire to support the data from observation and interview. The questionnaire consisted of seven questions (see appendix 3). The first until the second question was to know the students' response in the learning of speaking through Think-Pair-Share technique. The third until the seventh questions employed to know the students problems in learning speaking by using Think-Pair-Share technique. The questionnaire given to the whole students in Class VIIIA that consisted of 34 students.

2.Data Display

Data display is the second component or level in data analysis of qualitative model. A display can be extended piece of text od a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. In this step, the writer analyzed the data that have been reduced in the data reduction. In this case, the analysis conducted was based on the data collected by each instrument.

a. Observation

Based on the data revealed in the data reduction, in this part the data were identified and displayed for the two meetings:

(1) The first meeting

The observation consisted of three points. The first point was the process that consisted of three parts. The first part was pre-activity that consisted of three points of observation that was investigated to know how the teacher's preparation for the class. The writer noted the teacher explained the role how to implement Think-Pair-Share technique in the teaching learning of speaking in the class.

The second part of the teaching of speaking through Think-Pair-Share technique was *while activity* that consisted of eight points of observation. It was held to investigate whether the application of the eight steps of the teaching and learning of the speaking through Think-Pair-Share technique by the teacher or not.

Based on the steps in the teaching of speaking through Think-Pair-Share technique the writer noted the *while activity*, the explanation of the application of those steps can be seen in the below table:

Table 9
The Application of the Steps

Steps	Notes
The application of the steps of teaching speaking through Think-Pair-Share technique. a. The teacher gave some questions to the students.	The students listened to the teacher giving some questions.

<p>b. The teacher gave the students some minutes to think over the questions.</p> <p>c. The students were asked to work in pairs to discuss the answer of each question.</p> <p>d. The teacher asked each member of the pair to share his/her own answer with the class.</p> <p>e. The teacher discussed the answer with the whole class.</p> <p>f. The teacher let the students find out new knowledge or experiences by learning speaking through Think-pair-Share.</p>	<p>Some of the students asked the teacher to repeat some questions.</p> <p>The students tried to understand the questions given by the teacher,</p> <p>The teacher asked the students to work in pairs to discuss the questions and to find out the answers for the questions.</p> <p>Every member of the pair had to give their own answer to the class. Some students seemed to get difficulty to mention their answer.</p> <p>The teacher discussed the answer for all questions with the class. The students realized the mistakes they made.</p> <p>The students felt satisfied with the experience they had in the class. They might think that learning speaking through Think-Pair-Share was fun and enjoyable.</p>
---	---

The third part of the observation point was the *post activity* where the teacher ended the class by making reflection and conclusion about the teaching learning of speaking through Think-Pair-Share.

The next point of the observation was the teacher's problem that consisted of six points of observation in the teaching of speaking. The first was about the over-

crowded class. In this case, the teacher could hardly control the class because some of the students were busy with their own work chatting and laughing. The second was applying the steps in the class. The third was that the teacher used a conventional technique during the process of teaching learning in the class. The fourth was that the teacher used sub-standard book. The books used by the teacher were LKS and “When English Rings the Bells” book. The book was good enough to use in the teaching learning process. The fifth was that the modification of the technique and procedures. The sixth was about the facilities in teaching and learning.

The last point of observation was the students’ problem that consisted of five points investigated in learning speaking. The first was about the students’ motivation and interest in the lesson. The teacher noted that some of the students pay attention when the others did not. The second was about the students’ anxiety. It is simply a kind of trouble feeling in mind. The writer noted that the students’ understanding of the lesson about speaking was still low, the third was about the students’ self-confidence to speak English during the lesson. The writer noted that the students lacked confidence. The fourth was the students’ shyness to express their feeling or opinion in speaking. The fifth was about the students’ fear of ridicule or laughter.

(2) Second Meeting

In the first meeting, the writer conducted the research on Friday, 14 January 2016 . the observation in the second meeting as some as the first meeting that consisted of three points as process that consist of three parts. The first part as pre activity that

consisted to know how to teacher preparation the class. the writer noted the experiment or sample activity how applying Think-Pair-Share technique in teaching and learning speaking in the class. the writer noted the experiment or sample activity how to Think-Pair-Share in teaching learning speaking process.

The second part of teaching speaking through Think-Pair-Share as a field activity that consisted of six points of observation. It was held to investigate whether the application of the eight steps of teaching and learning speaking through Think-Pair-Share technique applied by the teacher or not. (see appendix 1)

Based on the six steps in teaching speaking through Think-Pair-Share technique the writer noted the whole activity, the explanation of the application of those six steps, can be seen in table below :

Table 8
The Application of the Steps

Steps	Notes
<p>The application of the steps of teaching speaking through Think-Pair-Share technique.</p> <p>a. The teacher gave some questions to the students.</p> <p>b. The teacher gave the students some minutes to think over the questions.</p> <p>c. The students were asked to work in pairs to</p>	<p>The students listened to the teacher giving some questions. Some of the students asked the teacher to repeat some questions.</p> <p>The students tried to understand the questions given by the teacher,</p> <p>The teacher asked the students</p>

discuss the answer of each question.	to work in pairs to discuss the questions and to find out the answers for the questions.
d. The teacher asked each member of the pair to share his/her own answer with the class.	Every member of the pair had to give their own answer to the class. Some students seemed to get difficulty to mention their answer.
e. The teacher discussed the answer with the whole class.	The teacher discussed the answer for all questions with the class. The students realized the mistakes they made.
f. The teacher let the students find out new knowledge or experiences by learning speaking through Think-pair-Share.	The students felt satisfied with the experience they had in the class. They might think that learning speaking through Think-Pair-Share was fun and enjoyable.

The third part of the observation point was the *post activity* where the teacher ended the class by making reflection and conclusion about the teaching learning of speaking through Think-Pair-Share.

The next point of the observation was the teacher's problem that consisted of six points of observation in the teaching of speaking. The first was about the over-crowded class. In this case, the teacher could hardly control the class because some of the students were busy with their own work chatting and laughing. The second was applying the steps in the class. The third was that the teacher used a conventional technique during the process of teaching learning in the class. The fourth was that the

teacher used sub-standard book. The books used by the teacher were LKS and “When English Rings the Bells” book. The book was good enough to use in the teaching learning process. The fifth was that the modification of the technique and procedures. The sixth was about the facilities in teaching and learning.

The last point of observation was the students’ problem that consisted of five points investigated in learning speaking. The first was about the students’ motivation and interest in the lesson. The teacher noted that some of the students pay attention when the others did not. The second was about the students’ anxiety. It is simply a kind of trouble feeling in mind. The writer noted that the students’ understanding of the lesson about speaking was still low, the third was about the students’ self-confidence to speak English during the lesson. The writer noted that the students lacked confidence. The fourth was the students’ shyness to express their feeling or opinion in speaking. The fifth was about the students’ fear of ridicule or laughter.

By considering the data gained before, it could be concluded that the process of teaching and learning speaking through Think-Pair-Share technique at SMP N1 Tanjung Sari from first meeting until second meeting as not running well. Because the atmosphere of the class over-crowded and some of the students faced problems in learning speaking through Think-Pair-Share technique such as Lack of Motivation m Anxiety , Self Confidence , Shyness , and students’ fear of ridicule or laughter. In the first meeting the teacher as done the entire step based on wyne Rice and Mike

Yaconalli¹ , but in the second meeting the teacher modified it with Gordon Lewis and Gunter Bedson².

b. Interview

To support the data from the observation, the writer also employed an interview. The interview was given to know her opinion about the process of teaching and learning speaking through Think-Pair-Share technique and the problems in the teaching and learning process. According to Thakur, there are six problems faced by the teacher: (1) over-crowded classes, (2) lack of competent teacher, (3) faulty method of teaching, (4) non-availability of good textbooks, (5) apathy to new techniques and procedures and (6) inadequate provision of teaching aids.³ Based on the explanation above, the data of interview can be described as follows:

The first point of the interview was to know the general process of teaching speaking through Think-Pair-Share technique that consisted of one question. The question was 'How is the process of teaching and learning speaking through Think-Pair-Share technique? The answer was *the process of teaching and learning speaking through Think-Pair-Share technique was running well, because the atmosphere of the class was conducive where the students actively got involved in the activity.*

¹ Rice, Wynne and Yaconelly Mike. *Creative crowd-breakers, mixers, and games* (Saint Mary's Press TM, 1991), p.22.

² Gordon Lewis with Gunter Bedson. *Game for children*. (Oxford University Press: OUP, 1990), p.23

³ Jyoti Thakur, *Challenges and Prospects in Teaching English*, (Chitkara University, Jakarta, 2013), p.127-128

The second point of the interview was “Is the class over-crowded?” the answer was *No, the students could participate in the activity well.*

The third point of the interview was “In you opinion, have you given the best of your competency in teaching the students?” The answer was *Yes, I have done my best based on my competency to make the students learn speaking.*

The fourth point of the interview was “Are you sure that Think-Pair-Share is a good technique in teaching speaking?” the answer was *Yes, I think it is one of good techniques that can be used to promote students' speaking ability in which they also can learn how to cooperate to solve a problem and share it with other.*

The fifth point of the interview was “Do you have availability of good books?” The answer was *Yes, I do. I have some books as references in my teaching, they are mainly theory books and practice books that are beneficial for the teachers and students.*

The sixth point of the interview was “Do you use a technique, or method and procedures?” the answer was *Yes, I do. I use a technique for teaching a skill in my class.*

The seventh point of the interview was “Does the school have enough teaching aids or facilities?” the answer was *Yes, it does. It has enough facilities such as teaching*

aids to support the teaching learning process, specifically to help the students learn language skills.

By considering the data gained from the interview, it is shown that Think-Pair-Share technique is a good technique to be applied in the teaching of speaking particularly for junior high school students. By implementing those steps precisely, the students were able to remember and to use the speaking during the classroom process.

Based on the interview, the problem happened to the teacher's point of view which can be concluded as follows:

Even though it was hard to handle crowded class, the teacher still could overcome the condition. The way the teacher implanted the technique was able to make the students actively get involved in the activity. The teacher was generally able to overcome the problems as previously mentioned by Thakur.

c. Questionnaire

The writer also employed questionnaire to support the data from observation and interview. The questionnaire consisted of seven questions (see appendix 3). The first until the second question was to know the students' response in the learning of speaking through Think-Pair-Share technique. The third until the seventh questions employed to know the students problems in learning speaking by using Think-Pair-Share technique. The questionnaire given to the whole students in Class VIIIA that consisted of 34 students.

The questionnaire was contributed to the students by taking ten minutes of the students' study time in the classroom. Here are the students' answers of questionnaire (see appendix 3)

Table 10
The Data of Questionnaire

No	Yes	Usual	No	Yes	Usual	No
1.	20	14	-	59%	41%	-
2.	24	10	-	71%	29%	-
3.	12	20	2	35%	59%	6%
4.	20	9	5	59%	26%	15%
5.	9	10	15	26%	29%	45%
6.	18	7	9	53%	21%	26%
7.	25	5	4	73%	15%	12%

Based on the questionnaire fill by students, the researcher could describe as follow:

The result of the questionnaire showed good result especially the process of teaching learning speaking by using Think-Pair-share technique.

Based on the data number 1, 59% of the students stated that they liked learning speaking English with the interesting methods. There were 41% stated just so with the method of Think-Pair-Share technique in learning speaking in the class. It means that most of the students were interest with Think-Pair-Share technique.

Data number 2, 71% of the students could understand well the teachers' explanation about Think-Pair-Share technique, and 29% of the students stated that they could not

understand well to the teachers' explanation. It could be concluded that could explain that lesson well.

The data number 3, there were 35% students had high motivation to learn speaking by using Think-Pair-Share technique, 59% stated that they felt just so so learning speaking through Think-Pair-Share technique . It means that had a little bit motivation to learn speaking English by using Think-Pair-Share technique.

The data number 4, 59% of the students stated that they felt afraid when they wanted to speak English, 26% the students felt just so so to speak English. It means that most of the students felt shy to speak English during classroom activity.

The data number 5, 26% students stated that they were confident to speak English, 10% of the students were just so so to speak English in the classroom, and there were 45% the students were not confident to speak English during teaching learning activity. It could be concluded that some of students were not confident to speak English.

The data number 6, stated that 53% of the students felt shy when they wanted to speak during classroom activity. 21% the students felt shy when they wanted to speak, and there were 26% students were not shy when they wanted to speak during teaching learning process, It means that most of the students felt shy to speak English during teaching learning process.

The data number 7, 73% of the students were having much laugh during teaching learning process. There were 15% stated just so in following in the teaching learning process, and 12% students were serious in following the teaching learning process in the classroom. It could be conclude that most of the students were having mush laugh during teaching learning class.

From the result of questionnaire showed that the problem faced by the students during teaching learning speaking through Think-Pair-Share technique were lack of motivation, anxiety, self-confidence, shyness, and students' fear of ridicule or laughter.

2. Conclusion Drawing/Verification

Conclusion drawing includes stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of the research questions and research objectives. In this part, the data explained in the data display are going to be discussed deeply in order to make a finding of the research. In this part, the discussion of the findings were divided into three parts; the process of teaching learning speaking through Think-Pair-Share, the teacher's problems in teaching speaking through Think-Pair-Share technique, and the students' problems in learning speaking through Think-Pair-Share technique.

a. The Process of Teaching Learning Speaking Through Think-Pair-Share

The writer employed an observation to know how the process of teaching learning speaking through Think-Pair-Share technique. All the steps in teaching speaking through Think-Pair-Share technique are based on the procedure provided by Agus Suprijono.

b. The Teacher's Problems in Teaching Speaking through Think-Pair-Share

According to Thakur, there are six problems faced by the teacher: (1) over-crowded classes, (2) lack of competent teacher, (3) faulty method of teaching, (4) non-availability of good textbooks, (5) apathy to new techniques and procedures and (6) inadequate provision of teaching aids.⁴

However, the teacher did not find any disruptive problems in teaching speaking through Think-Pair-Share as stated by Thaku above. Overall, the teaching learning of speaking through Think-P

Pair-Share could run well.

c. The Students' Problems in Learning Speaking through Think-Pair-Share

According to Novitasari, there are some problems in learning speaking; they are lack of motivation, anxiety, lack of self-confidence, shyness and fear of ridicule/ laughter.⁵ In fact, mostly the students' problems were they lacked self-confidence in delivering their own feeling or opinion. They

⁴ *Ibid.*,

⁵ Ovie Novitasari, *Psychological Problems Faced by students in Learning Speaking, Second Language Teaching, and Learning*, <http://www.education-english.com/2012/08/psychological-problem-faced-by-students.html> (accessed on March 12, 2015)

easily got nervous, so they could hardly produce speech smoothly. Another problem was they sometimes were haunted by being mocked or blamed when they made mistakes in speaking.

3. Conclusion Drawing/Verification

Conclusion drawing includes stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of the research questions and research objectives. In this part, the data explained in the data display are going to be discussed deeply in order to make a finding of the research. In this part, the discussion of the findings were divided into three parts; the process of teaching learning speaking through Think-Pair-Share, the teacher's problems in teaching speaking through Think-Pair-Share technique, and the students' problems in learning speaking through Think-Pair-Share technique.

d. The Process of Teaching Learning Speaking Through Think-Pair-Share

The writer employed an observation to know how the process of teaching learning speaking through Think-Pair-Share technique. All the steps in teaching speaking through Think-Pair-Share technique are based on the procedure provided by Agus Suprijono.

e. The Teacher's Problems in Teaching Speaking through Think-Pair-Share

According to Thakur, there are six problems faced by the teacher: (1) over-crowded classes, (2) lack of competent teacher, (3) faulty method of teaching, (4) non-availability of good textbooks, (5) apathy to new techniques and procedures and (6) inadequate provision of teaching aids.⁶ However, the teacher did not find any problems in teaching speaking through Think-Pair-Share as stated by Thakur above. Overall, the teaching learning of speaking through Think-Pair-Share could run well.

f. The Students' Problems in Learning Speaking through Think-Pair-Share

According to Novitasari, there are some problems in learning speaking; they are lack of motivation, anxiety, lack of self-confidence, shyness and fear of ridicule/ laughter.⁷ In fact, mostly the students' problems were they lacked self-confidence in delivering their own feeling or opinion. They easily got nervous, so they could hardly produce speech smoothly. Another problem was they sometimes were haunted by being mocked or blamed when they made mistakes in speaking.

E. Discussion Findings

In this part, the writer would like to discuss the finding of the process of teaching learning speaking through Think-Pair-Share technique, the teacher's problems in

⁶ *Ibid.*,

⁷ Ovie Novitasari, *Psychological Problems Faced by students in Learning Speaking, Second Language Teaching, and Learning*, <http://www.education-english.com/2012/08/psychological-problem-faced-by-students.html> (accessed on March 12, 2015)

teaching speaking through Think-Pair-Share (TPS) technique, and the students' problems in learning speaking through Think-Pair-Share technique.

1. The Process of teaching learning speaking through Think-Pair-Share technique

The writer employed an observation to know the process of teaching learning speaking through Think-Pair-Share technique. The observations were done in two meetings. Within both meetings the teacher applied the procedure as suggested by Agus Suprijono, as follows:

- a. The teacher asks some questions related to the topic to the students.
- b. The teacher gives the students some minutes to think over the answers to the questions given by him.
- c. The teacher asks the students to work in pair to discuss the answer of each question given by the teacher.
- d. The teacher asks each member of the pair to share their answer with the class.
- e. The teacher lets the class find out new experiences or knowledge from this activity.⁸

⁸ Agus Suprijono, *Cooperative Learning Teori & Aplikasi PAIKEM*, (Yogyakarta: Pustaka Pelajar, 2013), p.91,

2. The Problems faced by the teacher in Teaching Speaking through Think-Pair-Share technique.

Overall, the teacher was able to implement the technique well. It can be seen that the teacher could make the students get actively involved in the actively, although she often got difficulties in handling the (over) crowded situation of the class. It is also supported by the result of the interview done by the writer to the teacher that said the teacher found it difficult to monitor and handle the class when the students made noise.

3. The Problems faced by the students in Learning Speaking through Think-Pair-Share technique.

Most of the students firstly seemed to lack confidence; they looked shy to speak up in front of the class. It seemed that they could hardly make any speech when they were nervous. As Novitasari said that there are some problems in learning speaking; they are lack of motivation, anxiety, lack of self-confidence, shyness and fear of ridicule/laughter.⁹

After the writer analyzed and found the finding of the research, hopefully the writer tries to give contribution to those concerned that learning speaking should be supported by good self-confidence and determination.

⁹ Ovie Novitasari, *Op.Cit.* (accessed on March 12, 2015)

CHAPTER V

CONCLUSION AND SUGGESTION

After collecting the data and analyzing the result of the research, the writer draws some conclusions as follows:

A. Conclusion

Based on the data analysis, it can be concluded that:

1. The process of teaching learning speaking through Think-Pair-Share technique was running well. The class seemed to support the teaching learning process. Besides, the teacher was able to implement the steps of teaching speaking through TPS well.
2. The teacher's problems in teaching speaking through Think-pair-Share technique are mainly about the teacher's difficulties in handling noise during the activity. The teacher has to work extra to calm down the crowded condition of the class.
3. The students' problems are mainly about the state of being not self-confident, shy and afraid of making mistakes. Mostly, the students show low self-confidence and shyness when to deliver speech or express opinion or feeling in front of others.

B. Suggestion

Considering the result of the research, the writer would like to give some suggestions below:

a. For the Teacher

1. The teacher should manage time as good as possible
2. The teacher should give students more activities or practices to make them speak better.
3. The teacher should make a good preparation the material well before she teaches and follow the procedure well using speaking through Think-Pair-Share technique.

b. For the Students

1. The students should be more active and creative in learning English especially in learning speaking through Think-Pair-Share technique.
2. The students should expand vocabulary that can be easily to speaking through Think-Pair-Share technique.
3. The students should motivation and self-confidence to speaking through Think-Pair-Share technique.
4. Keep trying hard and be nice students as always.

c. For the Next Researcher

The next researcher can conduct a study about teaching speaking with Think-Pair-Share technique that can make the students enjoy and effective in learning their speaking ability.



REFERENCES

- Broughton, Geoffrey and et.al. 2003. *Teaching English as A Foreign Language*. New York: University of London Institute of Education.
- Brown, H.Douglas.1994. *The Princilples of Language Learning and Teaching*, London, Longman
- Celce-Murcia, Marianne. 1978. *Teaching English as a Second or Foreign Language*. New Bury: House Publishing Company.
- Finocchiaro, Mary and Michael Bonomo. 1978. *The Foreign Language Learners* London: Cambridge University Press.
- G.Tarigan, Henry. 1981. *BerbicaraSebagaiSuatuKetrampilanBerbahas*, Bandung: Angkasa,
- Harmer, Jeremy, 2001.*How To Teach English*, England:Longman.
- _____.2003.*The Practice of English Language Teaching*. England:Longman.
- _____.2004.*How to Teach Writing*. England:PearsonEducation Limited.
- Harrap. 1981.*Harrap's Standard Learners' English Dictionary*. Great Britain:Harrap Books Ltd.
- Hornby, A.S., 2005. *Oxford Advanced Learner's Dictionary of Current English*. London:Oxford UniversityPress
- John Hendri,
MerancangKuosionarRisetPemasaran,Http://www.Stm.KuosionarRisetPemasaranUniversitas Gunadarma.edu.
- Kimtafsirah, ZainaldanYahmawati. 2009. *Teaching Speaking* , Jakarta: Ministry of National Education.
- Little Wood, William., 2004. *Communicative Language Teaching*, Cambridge: University Press.
- Lodico, Marguerite. 2010. *Methods in Educational Research*.USA: Wiley Imprint.

- OvieNovitasari, *Psychological Problems Faced by students in Learning Speaking, Second Language Teaching, and Learning*, <http://www.education-english.com/2012/08/psychological-problem-faced-by-students.html> (accessed on March 12, 2015)
- Prastowo, Andi. 2011. *Metode Penelitian Kualitatif*, Yogyakarta: Ar-ruzz Media.
- Richard, Rodger. 1986. *Approach and Technique in Language Teaching*. London: Cambridge University Press.
- RoslinaSitompul. *Kesulitan Belajar Speaking*, <http://id.shvoong.com/writing-and-speaking/2202963-mengungkap-factor-faktorkesulitanbelajar/> (accessed on March 12, 2015).
- Setyadi, Bambang. 2006. *Metode Penelitian untuk Bahasa Asing*. Yogyakarta: Graha Ilmu.
- _____. *Teaching English As A Foreign Language*. Graha Ilmu. Yogyakarta.
- Siahaan, Sanggam., 2008. *The English Paragraph*. Yogyakarta: Graha Ilmu.
- Simon, C. A. [n.d.]. "Using the Think-Pair-Share Technique". Retrieved from the Read Write Think website: (<http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html>).
- Sugiyono. 2013. *Memahami Penelitian Kualitatif*. Bandung: Alfabeta.
- Suprijono, Agus. 2013. *Cooperative Learning Teori & Aplikasi PAIKEM*, Yogyakarta: Pustaka Pelajar.
- Thakur, Jyoti. 2013. *Challenges and Prospects in Teaching English*, Jakarta: Chitkara University.
- Wilkins, D.A., 1980. *Linguistics in Language Teaching*, London, Edward Arnold Publisher.
- W. Johnson *et.al.* David. 2000. *Cooperative Learning Methods: A Meta-Analysis*. University of Minnesota.
- www.wcer.wisc.edu/archive/c11/CL/.../thinkps.htm. Lyman, F. (1981). *The Responsive Classroom Discussion: The Inclusion of All Students. Mainstreaming*

Digest. University of Maryland, College Park, MD. Accessed in December 2015.



Appendix 1

OBSERVATION SHEET

Observer : Researcher

Class : VIIIA

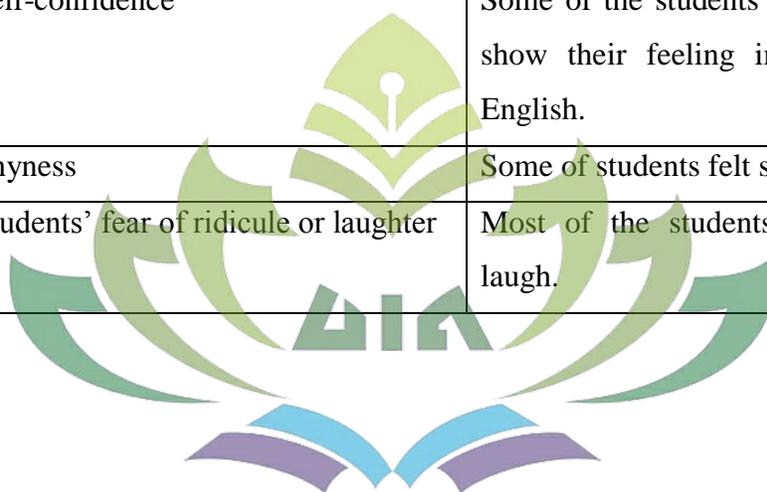
Day / Date :

Steps	Notes
<p>The application of the steps of teaching speaking through Think-Pair-Share technique.</p> <p>a. The teacher gave some questions to the students.</p> <p>b. The teacher gave the students some minutes to think over the questions.</p> <p>c. The students were asked to work in pairs to discuss the answer of each question.</p> <p>d. The teacher asked each member of the</p>	<p>The students listened to the teacher giving some questions. Some of the students asked the teacher to repeat some questions.</p> <p>The students tried to understand the questions given by the teacher,</p> <p>The teacher asked the students to work in pairs to discuss the questions and to find out the answers for the questions.</p> <p>Every member of the pair had to give</p>

<p>pair to share his/her own answer with the class.</p> <p>e. The teacher discussed the answer with the whole class.</p> <p>f. The teacher let the students find out new knowledge or experiences by learning speaking through Think-pair-Share.</p>	<p>their own answer to the class. Some students seemed to get difficulty to mention their answer.</p> <p>The teacher discussed the answer for all questions with the class. The students realized the mistakes they made.</p> <p>The students felt satisfied with the experience they had in the class. They might think that learning speaking through Think-Pair-Share was fun and enjoyable.</p>
--	---

Teacher's problem		
1	Over-crowded classes	The class was over-crowded.
2	Lack of Competent Teachers	The teacher competence in applying think pair share technique was good.
3	Faulty Methods of Teaching	The teacher applied good technique in her teaching.
4	Non-Availability of Good Text-books	The teacher and the school had references of good text book.
5	Apathy to New Technique and Procedures	The teacher modified new technique and procedures.

6	Inadequate Provision of Teaching Aids	The school had professional teacher and good enough facilities.
	Students' Problem	
1	Lack of Motivation	Some of the students lack of motivation in learning speaking
2	Anxiety	Some of students felt afraid to speak in English.
3	Self-confidence	Some of the students unconfident to show their feeling in speaking of English.
4	Shyness	Some of students felt shy to speak.
5	Students' fear of ridicule or laughter	Most of the students were having laugh.



Appendix 2

INTERVIEW'S QUESTIONS FOR THE TEACHER

1. How is the process of teaching and learning speaking through Think-Pair-Share technique ?

The answer : was the process of teaching and learning speaking through Think-Pair-Share technique was not running well, because the atmosphere of the class were over-crowded and some of the students were not serious and having much laugh.

2. Is the class over-crowded ?

The answer : Yes , the class over crowded, because they were busy with their own and activity and having much laugh.

3. In your opinion , have you given the best of your competency in teaching the student?

The answer : yes, I have done my best based on my competency to make the students learn speaking.

4. Are you sure that Think-Pair-share technique in teaching speaking ?

The answer : Yes , I think it is one of good techniques that can be used to promote students' speaking ability in which they also can learn how to cooperate to solve a problem and share it with other

5. Do you have availability of good books ?

The answer : Yes, I do . I have some books and practice books are references in my teaching, they are mainly theory books and practice books that are beneficial for the teacher and students.

6. Do you use a technique, or method and procedures ? the answers : Yes, I do. I use a technique for teaching a skill in my class.

7. Does the school have enough teaching aids or facilities ?

The answer : Yes, it does . it has enough facilitie such as teaching aids to support the teaching learning process, specifically to help the students learn language skills.



INSTRUMENT OF QUESTIONNAIRE

Responden / nama:

Kelas :

Sekolah :

Hari / tanggal :

1. Penjelasan

Kuesioner ini disusun untuk mengetahui pendapat anda tentang pelajaran bahasa inggris khususnya pada materi tentang speaking dan keterlibatan anda selama mengikuti kegiatan belajar mengajar tersebut. Kuesioner ini tidak berpengaruh sama sekali terhadap nilai bahasa inggris anda, oleh karna itu jangan ragu untuk menjawab setiap pertanyaan. Jawablah pertanyaan di bawah ini dengan sejujurnya dan se jelas-jelasnya.

II isian Kuesioner

Jawablah pertanyaan-pertanyaan dibawah ini dengan memberikan tanda silang pada salah satu pilihan A,B,C.

1. Apakah anda menyukai belajar speaking atau berbicara bahasa inggris menggunakan Think-Pair-Share technique?
 - a. Suka
 - b. Kurang suka
 - c. Tidak suka
2. Apakah guru dapat menjelaskan materi tentang speaking atau berbicara menggunakan jigsaw Think-Pair-Share technique jelas dan mudah di pahami?
 - a. Ya
 - b. Kurang jelas
 - c. Tidak
3. Apakah anda memiliki motivasi yang tinggi untuk belajar speaking atau berbicara bahasa inggris menggunakan Think-Pair-Share technique?
 - a. Ya
 - b. Kurang jelas
 - c. Tidak
4. Apakah anda merasa takut ketika akan berbicara bahasa inggris?
 - a. Ya
 - b. Biasa saja
 - c. Tidak
5. Apakah anda memiliki percaya diri untuk berbicara menggunakan bahasa inggris?
 - a. Ya

- b. Biasa saja
 - c. Tidak
6. Apakah anda merasa malu ketika anda akan berbicara bahasa inggris?
- a.ya
 - b.biasa saja
 - c.tidak
7. Apakah anda banyak tertawa ketika belajar speaking bahasa inggris menggunakan Think-Pair-Share technique?
- a. Ya
 - b. Biasa saja
 - c. tidak



SMP NEGERI 1 TANJUNG SARI

NILAI BAHASA INGGRIS (SPEAKING)

KELAS 8A

TP. 2016/2017

NO.	NAMA SISWA	NILAI
1.	Agung Firmansyah	75
2.	Ahmad Alfian	75
3.	Anggita Kurnia Sari	82
4.	Astrid Irawati	80
5.	Berliana Indah Putri	76
6.	Citra Lestari	70
7.	Danny Putri Cantika	70
8.	Dean Hapsari	83
9.	Didit Arisandi	70
10.	Divka Artha Mulya	72
11.	Doni Anggoro	72
12.	Evan Sander	70
13.	Fatmawati	70
14.	Fitri Solehah	76
15.	Hadi Wiyono	75
16.	Hanni Pratiwi	80
17.	Ida Ayu Komang	74
18.	Iin Purwanti	70
19.	Inggrid Francisca	80
20.	Katerina Armara	76
21.	Lady Afifah	75
22.	Lena Marleni	79
23.	Lintang Arianti	74
24.	M. Ali Murthadi	70
25.	M. Burhanuddin	75
26.	Mawar Gumilar	75
27.	Meilani Sinaga	78
28.	Mutia Sari	74
29.	Nani Tri Wahyuni	70

30.	Nanda Endarsih	75
31.	Rahmat Affandi	80
32.	Ratna Dewi	85
33.	Riani Putri	80
34.	Zulaika	80

Tanjung Bintang,2016

Guru Bidang Studi

