

**IMPROVING STUDENTS' SPEAKING SKILL BY USING THINK-PAIR-SHARE STRATEGY AT THE SECOND SEMESTER OF SYARIAH CLASS A
AT LANGUAGE CENTER OF UIN SUSKA RIAU**

THESIS



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ABSTRAK

Roswati. 2014. “Meningkatkan Keterampilan Berbicara Mahasiswa dengan Menggunakan Strategi *Think-Pair-Share* di Fakultas Syariah Kelas A Semester Dua di Pusat Bahasa UIN Suska Riau”. Tesis. Program Pascasarjana Universitas Negeri Padang.

Kemampuan berbicara mahasiswa pada mata kuliah bahasa Inggris fakultas Syariah kelas A semester dua di pusat bahasa UIN Suska Pekanbaru rendah. Oleh karena itu, penelitian ini bertujuan untuk menjelaskan seberapa jauh *Think-Pair-Share* strategi dapat meningkatkan kemampuan berbicara mahasiswa dan faktor-faktor apa saja yang mempengaruhi perubahan kemampuan berbicara mahasiswa melalui penerapan *Think-Pair-Share* strategi.

Penelitian ini adalah penelitian tindakan kelas yang dilaksanakan dalam dua siklus. Peserta penelitian adalah 25 orang mahasiswa fakultas Syariah kelas A semester dua di pusat bahasa UIN Suska Pekanbaru. Instrumen yang digunakan untuk mengumpulkan data adalah tes berbicara, lembar observasi, catatan lapangan dan panduan wawancara. Data dianalisis secara kualitatif dan kuantitatif.

Hasil dari penelitian menunjukkan bahwa kemampuan berbicara mahasiswa dengan menggunakan strategi *Think-Pair-Share* lebih meningkat dibandingkan sebelum menggunakan strategi ini. Hal ini bisa dilihat pada nilai rata-rata mahasiswa di siklus pertama yang hanya 62.4, naik menjadi 71.68 di akhir siklus kedua. Selain itu, penelitian ini juga menemukan faktor-faktor yang mempengaruhi perubahan keterampilan berbicara mahasiswa dengan melalui penerapan *Think-Pair-Share* yaitu motivasi mahasiswa, materi pembelajaran yang menarik membuat mahasiswa lebih semangat dalam belajar, dan aktifitas di kelas yang membuat mahasiswa lebih aktif dan kreatif pada pelajaran berbicara dan kerja kelompok membuat mahasiswa lebih mudah dalam melatih kemampuan berbicara dan membuat mereka lebih percaya diri dalam penampilan berbicara.

Abstract

Roswati: Improving students' speaking skill by using Think-Pair-Share strategy at the second semester of syariah class A at language center of UIN suska Riau (2014). Thesis. Graduate Program. State University of Padang.

The students' speaking skill at second semester of Syariah class A at language center of UIN Suska Riau Pekanbaru was low. Therefore, this research aims to explain the extent to which Think-Pair-Share strategy can improve the students' speaking skill and what factors influence the changes of students' speaking skill by implementing Think-Pair-Share strategy.

This research was classroom action research, which was conducted in two cycles. The participants were 25 students at second semester of Syariah class A at language center of UIN Suska Riau Pekanbaru. The instruments that were used to collect the data were speaking performance test, observation checklist, field note and interview guide. The data were analyzed qualitatively and quantitatively.

The result of the research shown that the students' English speaking skill by using Think-Pair-Share became better, it compared to their English speaking skill before the research was conducted. This can be seen from the averages score of at the end of cycle I 62.4 improved to 71.68 at the end of cycle II. Besides, it was found the factors that influence the changes of the students' speaking skill by implementing Think-Pair-Share, namely students' motivation, interesting teaching material and the classroom activity makes students more active and creative in speaking class and group work makes students enjoy practicing their speaking skill and more confidence in their performances.

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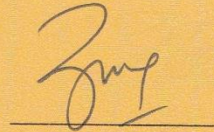
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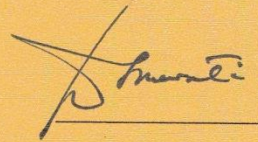
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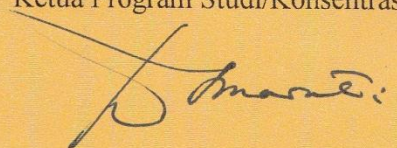
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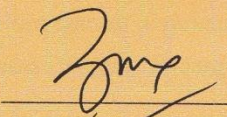
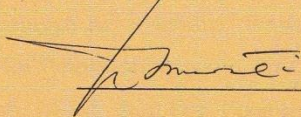


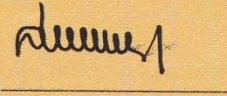
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of the important skills in English that must be learnt by students in language learning. The students who are able in speaking mean that they are able to share their ideas and opinions to listeners through speaking. They can get a job easily. The students can also increase their knowledge and self confidence if they can communicate with foreigners in English well.

In order to make the students able to communicate in English, a teacher should create classroom activities which can improve students' speaking skill. The teacher should guide the students to become active by giving a topic and asked them to make it into a conversation. In addition, the teacher needs to choose appropriate techniques so that the students can practice their English in the classroom activities.

In English syllabus of Language Center of UIN Suska Riau, speaking is one of the four English skills that are taught in integrated system. It means that teaching speaking cannot be separated from reading, writing and listening. All of the students from all faculties in UIN Suska must take this subject from the first semester up to third semester. The students' learnt English through some topics written on their text book provided by language center. Then, the lecturer taught the students by integrating four language skills. The lecturer asked the students to read text on the book and answer the questions related to text. Then they were

asked to write summary about the text after reading it and report to the whole class.

The lecturer made group discussion in teaching. The lecturer divided the class into a group of 5 or 6, and then the lecturer gave them some tasks to be done. This technique did not apply well since the lecturer and students could not achieve the learning objectives. Not all students did the task during group discussion. The active students took over the discussion and task while the others students were silent and chit chat with the other. Through that teaching and learning activities, the students' improvement in English did not increase well.

Based on students' score in oral examination of Syariah class A who were at the first semester, the percentage of the result in speaking test showed that 2 or the 8% got A, 9 or 36% got B, 13 or 52% got C, and 1 or 4% got D. From this percentage it can be concluded that the students' speaking skill was low.

Based on the researcher's observation during teaching and learning process, the researcher found that many students had low speaking skill. The weaknesses of the students' speaking skill are shown by the fact that many students used pauses when they spoke because they were lack of vocabulary. Besides, when the lecturer asked students to speak in front of classroom, many of them were less confident to express their ideas during speaking performance because they felt shy if they made mistake.

To solve this problem, the lecturer should think more about the way to teach the students in speaking skill. She should consider the strategy that could be applied to improve the students' speaking skill. One of the ways that could be used

to improve the students' speaking skill was by using different strategy. Since it related to the components of teaching and learning process, the lecturer should select an appropriate strategy that was suitable with the students' condition. The use of appropriate strategy can be helpful in making students more interested in the classroom and help them learn material easily.

Therefore, it was assumed that using Think-Pair-Share was a good strategy to overcome the students' problem in speaking skill. Kenny, et al (2005) stated "Think-Pair-Share helps students develop conceptual understanding of a topic". It can be concluded that Think-Pair-Share is one of strategy to improve students' speaking skill. Through this strategy, the students have opportunity to think and discuss with their pair before the students share their ideas in front of the class.

In implementing Think-Pair-Strategy the lecturer would help the students to improve their speaking skill, because through Think-Pair-Share strategy the students become actively involved in thinking about the concepts presented in the lesson. It helps students to feel comfortable. Through this strategy, the students are motivated to speak more fluently and more active in verbal communication. The students can learn and express themselves through spoken language and language expression. By carrying out this research, the researcher was expected that the implementation of Think-Pair-Share in teaching speaking was probably helped students to overcome their difficulties in speaking skill.

Based on the explanation above, the researcher was interested in pointing out the problems into a research entitled: Improving Students' Speaking Skill by

Using Think-Pair-Share (TPS) at the second semester of Syariah class A at Language Center of UIN Suska Riau.

B. Identification of the Problem

Based on the background of the problem above, the researcher identifies several problems. First, the students had low speaking skill, they could not speak English fluently yet. They had lack of vocabularies, less self confidence, and they have problems in pronunciation. The last, the lecturer did not apply an interesting technique in which they could stimulate the students to speak English in the classroom.

C. Focus of the Research

In carrying out this research, the researcher was aware that it should be a limitation of the problem to be solved. Therefore, this research was focused on improving students' speaking skill by using think-pair-share (TPS) at the second semester of Syariah class A at Language Center of UIN Suska Riau. In addition, the factors influencing the changes of their speaking skill during the implementation of think-pair-share were also investigated.

D. Research Question

The problem of this research can be stated in the following questions:

1. To what extent can Think-Pair-Share strategy improve students' speaking skill at the second semester of Syariah class A at Language Center of UIN Suska Riau?

2. What are the factors that influence the changes of the student's speaking skill through Think-Pair-Share strategy at the second semester of Syariah class A at Language Center of UIN Suska Riau?

E. Purposes of the Research

The main purpose of this research is to find out the answer of the research question above, namely:

1. To find out the extent to which Think-Pair-Share strategy can better improve students' speaking skill at the second semester of Syariah class A of UIN Suska Riau.
2. To find out the factors that influence the changes of the students' speaking skill at the second semester of Syariah class A of UIN Suska Riau by using Think-Pair-Share strategy.

F. Significance of the Research

This research was supposed to have theoretical and practical significance. Theoretically, the result of this research is expected to be useful for English lecturer, and also become a source of information about the description of using Think Pair Share strategy in teaching speaking. Practically, the researcher herself had invaluable experience in conducting research on the implementation of Think-Pair-Share in teaching speaking. Then, this research also helped students at second semester of Syariah class A at Language Center of UIN Suska Riau Pekanbaru to improve their speaking skill.

G. Definition of the Key Terms

To avoid misinterpretation and misunderstanding in reading this research, the researcher feels that it is necessary to explain the terms used in the title, namely:

1. Speaking skill is a competence to express the need of request, information, service, idea, feeling, and thought orally. In other words speaking is a process of producing verbal utterance which is done to deliver meaning.(Bailey, 2003:48)
2. Think-Pair-Share Strategy is one of strategies in cooperative learning that is used by the teacher in order to make students think about the topic, then pair with another student to discuss, and share their idea to the other students.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the findings of the research, it can be concluded that Think-Pair-Share strategy improved students' speaking skill at the at the second semester students of Syariah class A at Language Center of UIN Suska Riau Pekanbaru. As follows:

1. The students' speaking skill is better improved through Think-Pair-Share strategy. It is proved that Think-Pair-Share can be used as the media to explore the students' speaking skill, because it gives the students such a fun learning atmosphere and allows the students to have the language experience. As the result, the students are motivated and stimulated to learn in order to speak English well and they can improve their speaking skill eventually.
2. The factors that influence the changes of students' speaking skill at the second semester students of Syariah class A at Language Center of UIN Suska Riau in this research as in the following:

First, think-pair-share has a positive impact on students' motivation. The students are more interested by applying this strategy. It was seen through the students' involvement in every step of learning process by using think pair share strategy.

Second, the use of appropriate and interesting materials is another factor that gives valuable contribution to the successful application of think-pair-share. The students become more enthusiastic when they were given interesting materials. The students speak more with their friends because of the materials given by the lecturer are interesting.

Third, classroom activity is the last important factor that supports the teaching and learning process by using think-pair-share. The various activities done in the class can lead the students to be more active in speaking. They don't feel bored during the teaching and learning process and they enjoy studying in the class. Pair work and engage in discussion make the students feel free to practice and share their opinion with their friends.

For this reason, the researcher became active and creative to find out the appropriate teaching media to solve their students' problems in their classroom.

B. Implication

Think-Pair-Share is one of the strategies that can be used by the lecturer to help the students in improving their speaking skill because it encouraged the students to be active. Since the result of this research can be considered by English teachers since it has been proved that by using Think-Pair-Share, the students' speaking skill at the second semester students of Syariah class A at Language Center of UIN Suska Riau can significantly improve.

C. Suggestion

Based on the findings and the discussion of this research, some suggestions can be given as the followings:

1. The researcher as a lecturer who teaches English at Language Center Of UIN Suska Riau should continue ask the students to apply Think-Pair-Share strategy since it has been proved that Think-Pair-Share can improve students' speaking skill.
2. The researcher should use Think-Pair-Share strategy for other kinds of genre in order to make improvement in English speaking skill in general.

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