

**IMPROVING STUDENTS' SPEAKING SKILL OF NARRATIVE TEXTS
BY USING THINK-PAIR-SHARE TECHNIQUE AT GRADE XII
CLASS IPA 3 OF SMAN 1 KERINCI**

THESIS



BY

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ABSTRAK

Nila Sri Dewi. 2015. Peningkatan Keterampilan Siswa dalam berbicara teks Narrative dengan menggunakan teknik Think Pair Share di kelas XII IPA3 SMAN 1 Kerinci. Tesis. Program Pascasarjana Univeritas Negeri padang.

Kemampuan siswa SMAN Kerinci dalam berbicara bahasa Inggris masih berada dibawah standar Kriteria Ketuntasan Minimal (KKM). Oleh karena hal tersebut peneliti melakukan sebuah penelitian dengan menggunakan teknik TPS untuk mengatasi masalah ini. Tujuan dari penelitian ini adalah untuk menemukan bagaimana tekni TPS dapat meningkatkan keterampilan berbicara siswa pada teks narrative pada siswa kelas dua belas IPA 3 SMAN 1 Kerinci dan faktor apa saja yang mempengaruhi peningkatan keterampilan berbicara siswa melalui teknik ini. Penelitian ini adalah penelitian tindakan kelas yang dilaksanakan dalam dua siklus. Dalam pelaksanaannya, peneliti dibantu oleh seorang kolaborator dalam membuat perencanaan, penerapan, pengamatan dan membuat refleksi. Instrumen yang digunakan dalam penelitian ini adalah tes, lembar observasi, catatan lapangan, dan wawancara. Data yang diperoleh dalam penelitian ini adalah data kuantitatif dan data kualitatif. Data kuantitatif dianalisa untuk menemukan peningkatan nilai kemampuan berbicara siswa dan untuk menemukan peningkatan nilai pada setiap indikator penilaian kemampuan berbicara siswa pada teks narrative. Data kualitatif dianalisa untuk menemukan faktor-faktor apa saja yang mempengaruhi peningkatan kemampuan berbicara siswa. Temuan dalam penelitian ini menunjukkan bahwa melalui penggunaan teknik TPS, kegiatan guru mengajar, kegiatan siswa belajar and keterampilan berbicara siswa pada teks diskusi mengalami perbaikan yang signifikan dilihat dari peningkatan nilai rata-rata siswa setelah siklus 1 dan siklus 2. Perbaikan tersebut dipengaruhi oleh beberapa faktor, yakni motivasi, material, aktifitas kelas dan pengelolaan kelas. Maka dapat disimpulkan bahwa penerapan teknik TPS dalam mengajar siswa keterampilan berbicara pada teks narrative mampu meningkatkan keterampilan berbicara siswa kelas XII IPA 3 di SMAN 1 Kerinci.

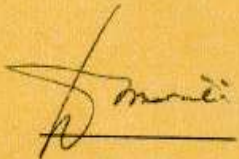


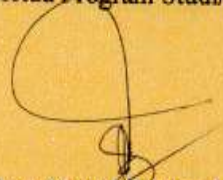
ABSTRACT

Nila Sri Dewi. 2015. Improving Students' Speaking Skill Of Narrative Texts By Using Think Pair Share Technique At Grade XII IPA 3 Of SMAN 1 Kerinci. Thesis. Graduate Program State University of Padang



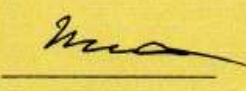
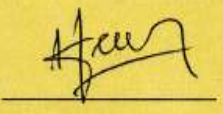
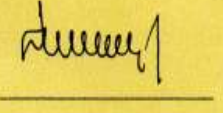
The students' achievement of SMAN 1 Kerinci in speaking was unsatisfactory, the students' score were under the minimum achievement criteria (KKM). Therefore, the researcher conducted a research by using TPS technique to solve this problem. The purposes of this research were to find out whether TPS technique can improve the students' speaking skill on narrative text at grade XII IPA 3 of SMAN 1 Kerinci and find out what factors influenced the improvement of students' speaking skill on narrative text through this TPS technique. This research was classroom action research. The research was conducted in two cycles. In conducting the research, the researcher was helped by a collaborator in doing plan, action, observation, and reflection. Besides that, the researcher used speaking test, observation sheet, field notes, and interview as instruments in this research. The data gotten in this research were quantitative data and qualitative data. The quantitative data were analyzed to find out the improvement of students' score in speaking skill and the improvement of students' score for each indicator of speaking skill on narrative text. The qualitative data were analyzed to find out the factors that influenced those improvements. The finding of this research shows that through the use TPS technique, the teacher's activities, the students' activities and the students' speaking skill on narrative text improves significantly. It is seemed on increasing the students' mean score after cycle 1 and cycle 2. Those improvements are influenced by several factors. The factors were material used, motivation, materials, classroom activities, and classroom management. In conclusion, the implementation of TPS technique in teaching speaking of narrative text can improve students' speaking skill on narrative text at grade XII IPA 3 of SMAN 1 Kerinci.

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Padang, Agustus 2016
Saya yang menyatakan



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CHAPTER I.

INTRODUCTION

A. Background of the Problem

As the process of building and sharing meaning through the use of verbal and non verbal symbols, speaking is one of the four English skills, which is stated as a part of English subject taught in senior high school. The students are expected to be able to express their ideas, opinions, feeling and emotion well in speaking. Their speaking should be understood by listeners.

For Senior High School, the speaking skill is taught through Genre. There are various genres that the students have to be mastered. The genres are classified into transactional and interpersonal, functional, and monolog text. The materials in the transactional and interpersonal texts are asking and offering help, asking and giving things, congratulation and compliment, asking and giving opinion, etc. There are some texts in functional text such as short message, announcement and greeting card, etc. In monolog text there are some kinds of text for example narrative, descriptive, procedure and recount text.

Based on the syllabus for Senior High School in grade twelve, types of monolog text that should be learned by the students are recount text and narrative text, procedure text and report text. For the first semester are narrative, explanation, and discussion text and for the second semester is narrative and review text. In teaching speaking, the students are asked to comprehend such kind of texts, especially monolog text, so they will know how the way to express their ideas.

Based on the researcher's teaching experience at the SMAN 1 Kerinci, the researcher found that most of the students in grade twelve were still lack of ability to speak on transactional and interpersonal, functional and monolog text. It was shown in their daily test result in speaking that was lower than the minimum achievement criteria (KKM). It is based on the intake of the students, school facilities, and complexity.

Moreover, based on the preliminary data taken from the result of daily speaking test on the students of grade XII IPA 3 after some based competencies on narrative text had been completely taught to the students, it was found that the result of the students' speaking skill on narrative text was unsatisfactory. The student's mean score was 51.08 which was lower than minimum achievement criteria (KKM) that was 70. There were only 19.2 % (5 students) who got satisfactory score above and within the minimum achievement criteria (KKM). There were 21 students (80%) who were not achieved or below the minimum achievement criteria. From the result of test and the facts of the weaknesses on students' performance in presenting a monologue of narrative text, it was described that their achievement on speaking narrative text was in unsatisfactory condition. In this case the researcher had tried to implement debate technique and conventional way. However, these techniques were also not effective to solve the students' problems on speaking skill of narrative text.

Then, based on the informal observation, interview with some students and experience in teaching and learning process, the researcher had found out that the problems were faced by the students in speaking narrative text were factors from

the students side for examples; The first, they were not able to comprehend and differentiate the characteristics and organization/generic structure of a narrative text which is orientation, complication and resolution. So they could not say something even though in story. The second, they did not have enough vocabulary as consequently they had difficulties to develop their ideas. The third, the students did many errors in grammatical use and it made them afraid of making mistakes while arranging the words to express the arguments or ideas.

The fourth, they felt ashamed to practice their spoken English so the students tended to keep silent and be good listeners in the class because they were afraid of making mistakes on pronunciation and grammatical form. Their pronunciation was quite influenced by their mother tongue or dialect which was not acceptable in English pronunciation. The last, the difficulties in comprehending the characteristics and organization of a narrative text, lack of vocabulary, errors in grammar and wrong pronunciation were problems that had affected the students' fluency in presenting a spoken narrative text. In addition, the students did much thinking while speaking and did many pauses so it seemed that they hesitated to use the language. Their language production blocking was occurring due to nervousness, lack of confidence, afraid of making mistakes, etc. As the result, the objective of English teaching-learning speaking especially in telling story could not be obtained optimally.

Moreover, the researcher had also observed and felt that it was hard to make a good spoken interaction with all the students in English class. The interaction just took place between the researcher with a certain number of the clever students

during teaching and learning process. The other students always did not respond to the teacher. This made the teacher gave more attention and stimulated the clever students to speak in the class. As consequently, the clever students often dominated the class during teaching and learning English process. Moreover, those clever students just kept interaction well among them who had almost same capability. On the other hand, the students who low competence in English did not do anything to participate orally. There was not feedback from them. They just kept silent and sometimes took a note during the teaching and learning process. They were seen afraid and ashamed to participate and speak actively giving their ideas. The researcher also saw that they were reluctant to do the interaction with their friends who had good competence in English during the English lesson.

The others problems were probably from the teacher side. I considered the English teachers in the first and second grade still used conventional way in teaching English. The teacher gave a model of text and explained it without using media. Next, the teacher asked the students to produce or make their own monologue text by using the topic given. This conventional way was not effective way to be implemented in teaching English actually for teaching speaking. So the students had low basic in speaking and it influenced to their ability in speaking when they were in the third grade. The appropriate technique is needed to make the students more active, easier, enjoyable, understandable and faster in achieving a goal of teaching learning process.

Since the researcher wanted to make her students have better speaking skill, she thought that she should have various ways of technique in teaching speaking

beside try to speak English herself as much as possible in class, because she thought that it can be used to overcome the students' fears to speak English, as some people said that, "we learn to speak by speaking". And one of them was through some enjoyable activities or variation of activities in the classroom. By using it, it was assumed that the students would be motivated and would enjoy their learning process.

Related to above explanation, it was necessary for the English teacher to encourage students to speak English correctly and fluently, and use more effective way by using technique for speaking in order to improve the students' speaking skill. There were many techniques and strategies that are interesting and effective for teaching speaking. One of them is Think-Pair-Share technique.

By using think pair share technique in learning and teaching English, the researcher believed that it could improve the students' skill to speak English. So, the purpose of this study are to find out about the application of using think pair share to improve students' speaking skill and to know how far Think pair share technique can improve the students' speaking skill and to know the factors that influence students' speaking skill narrative text by using TPS. This topic is important to teachers in providing them the alternative technique to teach speaking, and it also gives a chance for the students to express their ideas in the classroom.

For those reasons, the researcher was interested in solving the students' problem on speaking skill of narrative text by implementing Think Pair Share technique for teaching students speaking skill on narrative text in order to obtain

instructional objective the students have good skill on spoken narrative text. Through implementing this technique, students could explore more ideas, find more new vocabularies and the students were able to learn from each other. So the students would be confident in speaking. Moreover, it also provides equal participation for each student within the group as everyone has an equal opportunity to share information. By using Think Pair Share technique, the researcher can improve students' speaking skill on narrative text at grade XII IPA.3 of SMAN 1 Kerinci.

B. Identification of the Problem

Based on the background of the problem above, it was found that there were some problems that cause why the students' skill was low in speaking. There were some possible causes of this problem. First, the students got difficulties in comprehending the story because they were not able to differentiate the part of the story including orientation, complication, and resolution. So, it was hard for them to get the content of the story totally. Second, they lack ability in vocabulary because the vocabulary in the story must be understood based on the context of the story. Third, the students did many errors in grammatical use and it made them afraid of making mistakes while arranging the words to express the ideas or opinions. Fourth, the students tend to keep silent and be good listeners in the class because they assumed that speaking in English was hard to do.

Therefore, the researcher was interested to apply Think Pair Share technique in order to get the improvement of students' speaking skill on narrative text since

the goal of Think Pair Share technique is to develop students' verbal communication competence optimally, facilitate equal opportunity and better interaction for all students to participate and to be active in speaking class, and also bridge the better interaction among the students from every level of their competence during teaching and learning in English class. It was assumed that Think Pair Share technique could be used to improve the students' speaking skill of narrative texts at grade XII IPA 3 of SMAN 1 Kerinci academic year 2014/2015.

C. Limitation of the Problem

Based on the identification of the problem above, the writer focused the research on improving students' speaking skill of narrative texts by using Think Pair Share technique at grade XII IPA 3 SMAN 1 Kerinci and to find out factors that influence the improvement of students' speaking skill.

D. Research Question

Based on the identification of the problem above, the formulation of the problems are:

1. To what extent can Think Pair Share technique improve students' speaking skill of narrative text at grade XII IPA 3 SMAN1 Kerinci?
2. What factors influence the changes of students' speaking skill of narrative text by using Think Pair Share technique at grade XII IPA 3 SMAN1 Kerinci?

E. Purpose of the Research

The Purposes of the Research are:

1. To find out the extent of how Think Pair Share technique can improve students' speaking skill of narrative text at grade XII IPA 3 SMAN1 Kerinci?
2. To find out the factors that influence the changes of students' speaking skill of narrative text by using Think Pair Share technique at grade XII IPA 3 SMAN1 Kerinci?

F. Significance of the Research

This research supposed to have theoretical and practical significance. Theoretically, the result of this research would give contribution to the development theories of teaching speaking skill. It could enrich the theories in describing the effectiveness of using Think Pair Share technique in teaching speaking skill.

Practically, the researcher expects the result of this research for the schooling. First, for the students of grade XII IPA3 SMA 1 Kerinci can increase their learning activity. Next, for the English teacher, this research can be used as a guideline in using think pair share technique during teaching speaking of narrative texts. It is also practically expected that the finding of this research offers English teachers senior high school more information and alternative decision about effective techniques of teaching speaking.

G. Definition of the Key Terms

To avoid misunderstanding in this study, some terms are defined used as follow:

1. Speaking skill is the students' performance in English speaking especially in pronunciation, fluency and accuracy.
2. A narrative text is a text that tells a story, whose parts are orientation, complication and resolution
3. Think-Pair-Share technique is an activity to encourage higher-order thinking in speaking that involves pupils thinking individually before their speech, then pairing with a partner to find their perfect ideas that will be performed by sharing ideas with the wider group.

CHAPTER V.

CONCLUSION, IMPLICATION, AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion, teaching speaking skill by using comic at grade XII IPA3 SMAN1 Kerinci had improved the students' speaking skill and attitude. The conclusion of the research is retrieved by referring to the formulation of the problems in this research:

1. Think Pair Share technique improves the students' speaking skill on narrative text. The process of asking question, thinking the answer, discussing and sharing during think pair share technique had important reason to help students to improve their speaking skill of Narrative text. The data had been collected and analyzed in first cycle test showed that there was an improvement of students speaking skill of Narrative text. However, some indicators of speaking skill of narrative text such comprehension and fluency had not achieved the target yet. Then, the researcher needed another action in other next cycle or second cycle made improvement of student achievement. She and her collaborator arranged some plans such as revising lesson plan, preparing material more clearly (picture), discussing difficult vocabularies and giving additional explanation about narrative text by using think pair share technique. As the result, the average score of students in second cycle test significantly increased. Students were good enough in speaking of Narrative text compared to the previous cycle. All indicator of speaking of Narrative text

involves grammar, vocabulary, comprehension, fluency, pronunciation were almost capable reached by the students.

2. The factor influence the change of students' speaking skill of narrative text by using think pair share technique at grade of XII IPA 3 SMAN 1 Kerinci were motivation, materials, classroom activities and classroom management.

B. Implication

The important role of the researcher, as the classroom teacher who are aiming to improve the students' ability to speak effectively may be to find many ways or teaching technique to support and to motivate the students' desire to learn the language. For this reason, the researcher used think pair share technique to solve the students' problem related to their speaking skill. Referring to the researcher findings, the researcher implies for next teaching and learning process that think pair share technique could be chosen as a technique to solve students' learning problems which are related to improve the students' speaking skill. The research can be considered by English teacher, since it has been proved that through think pair share technique, the students' speaking skill at Grade XII IPA 3 of SMAN 1 Kerinci could improve.

C. Suggestions

Regarding to the conclusion and the implication on the research, some suggestions are provided as follows.

1. For other researchers, it is recommended to use the results of this research as related finding for improving student's speaking skill by using think pair share technique mainly telling story or monologue. It can be applied

by bringing the same technique, but it should be done in more cycles to get better result.

2. For the teachers who have the same problem, it is suggested to continue implementing teaching speaking by using think pair share technique. The procedure may refer to stages in this research.
3. For the institutions, they should provide motivation and various materials which can support the instructional process in the library in order to be used by teachers and students. They also should facilitate the teacher and students to have more opportunity to practice speaking such as having speaking contest and providing a special room for speaking activity.

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