

ARTICLE

**THE EFFECT OF THINK PAIR SQUARE SHARE TO THE STUDENTS'
SPEAKING ABILITY AT THE SECOND GRADE STUDENTS OF MTs
NU HASAN MUCHYI ACADEMIC YEAR 2015/2016**



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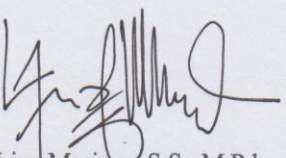
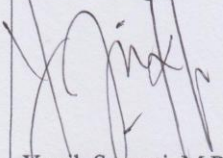
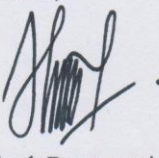
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**THE EFFECT OF THINK PAIR SQUARE SHARE
TO THE STUDENTS' SPEAKING ABILITY AT THE SECOND
GRADE STUDENTS OF MTs NU HASAN MUCHYI
ACCADEMIC YEAR 2015/2016**

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ABSTRACT

Speaking is one of the ways to communicate with other people. It used to express the idea that people want to share. In language learning, speaking as the most difficult skill to be mastered, in fact the students find it difficult to learn speaking and it makes their speaking score bad. To help the students, Think Pair Square Share strategy can be used in teaching speaking. The aim of this research is to know students' speaking ability before and after being taught using think pair square share, and to find whether there is any effect of think pair square share to the students' speaking ability or not. This research used quantitative research with experimental design. The population of the research was second grade students of MTs NU Hasan Muchyi Kediri. The sample was VIII A class consisted of 27 students. The result of the research showed the mean of post-test (58,70) was higher than the mean of pre-test (47,04). It means that students' speaking ability after being taught using think pair square share was increased. In addition, the result reports that t-score (9,470) was higher than t-table 5% (2,056). In conclusion, Think Pair Square Share strategy has good effect on the students' speaking ability. The teacher can apply this strategy because the students are more interested in learning process by practice oral communication in discussion.

KEYWORD: Speaking, speaking ability, think pair square share

I. INTRODUCTION

Speaking is one of the ways to communicate with other people. It is used to express the idea that people want to share. Kayi (2006: 1) states “Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of context.” It means that speaking is a combination of verbal and non-verbal communication. Verbal communication is an activity which people do to produce sound that expresses their idea and non-verbal communication is a system consisting of a range of features often used together to aid expression. Speaking which is used for verbal and non-verbal symbol is one way to communicate with other people.

Learning speaking is very important for the learner, Louma (2004: 1) states that speaking skills are important part of the curriculum in language teaching, and this makes them an important object of assessment as well. This statement means that in language teaching learning process the teacher should improve students’ ability in speaking. The progressing of the students in speaking skill must be scored in objective way. However, in real situation in English class, speaking activities do not work as it is expected because of many factors prevent students from speaking

English. The students are not confidence to speak English, they are afraid of making mistakes and sometimes they do not understand what they supposed to say.

Even speaking has great role both in daily life and language learning, but speaking is claimed to be difficult skill to be learnt. According to Ur (1996: 121) some problems that may prohibit the students to develop their speaking skill, which are inhibition, lack of ideas, shy, low participation, and students’ preference to use their mother language. In fact, many students who learn English think that there are some problems faced when they try to speak in English such as they find difficulty to express their ideas. In teaching learning process, some of students know about the meaning of the sentence which is spoken by the teacher, but sometimes they cannot express it because they confused to say some words. As a result, they speak Indonesia. Then, they lack of confident when they are asked to practice, they looked shy and do not feel enthusiastic in teaching learning process. The researcher knew that problems when the researcher did observation in one of Junior High School in Kediri.

As the effort to make students’ speaking ability get better, the researcher proposes to use Think Pair Square Share

strategy in teaching speaking. Pinto (2012: 85) Think Pair Square Share gives students an opportunity to process information, formulate ideas and then share thoughts with others. It allows all students to actively participate in learning when time or class size does not permit full class participation, so that students can help one another and learn from each other's opinions, knowledge, or reaction. Besides, (Redfern, 2013: 128) Think Pair Square Share strategy helps student develop their initial ideas further and lower the chance of individuals not being able to respond. It will also avoid the scenario of the teacher taking an answer within the first few second from the student quickest to raise their hand.

The previous research which are closely related to this research have shown that Think Pair Square Share strategy have good effect to the students' speaking ability. the students' speaking ability increases by using think pair square share. The strategy was helpful for the researcher to make the students brave to speak up. Therefore, the previous researcher also suggests that think pair square share can be applied in different materials and skill so that the teaching learning in classroom will be more students' centered.

This research conducted to know the students' speaking ability before and after

being taught using think pair square share and to know whether any effect of think pair square share on students' speaking ability.

II. METHOD

The research method used in this study was quantitative research. The design of this research is experimental research. According to Creswell (2009: 1) quantitative research is a means for testing objective theory by examining the relationship among variables. It means that experimental research is a research that used to know the impact of one variable to another variable.

In this research, the researcher used experimental research one group pre-test-post-test design to measure the dependent variable after being controlled using independent variable. The data was taken from pre-test, treatment and post-test in order to know whether or not there is any effect of think pair square share to the students' speaking ability. The variable of this research were Think pair square share as an independent variable and speaking ability as dependent variable.

This research was held in MTs NU Hasan Muchyi which is located on Jl. KH. Hasyim Asy'ari 03 Kapurejo Pagu Kediri. The researcher decided the second grade students of MTs NU Hasan Muchyi as population. The sample was VIII A class,

that consisted of 27 students, which is divided to 17 male and 10 female.

The data of this research were taken from the students' score. The researcher decided to use oral test, then the form of test students had to describe people orally. The inter raters took the score of speaking included: pronunciation, grammar, vocabulary, fluency. The students speaking score were collected based on the rubric of speaking. To analyzing all of the data which collected from the pre-test and post-test score the researcher will be analyzed by using SPSS 2.1.

III. FINDING AND CONCLUSION

The finding of the research will ask about how the students' speaking ability before being taught using think pair square share, how the students' speaking ability after being taught using think pair square share and whether there is any significant effect or not think pair square share on students' speaking ability.

Pre-test was held at the first meeting of the research. It was done on 18th of July 2016. The total pre-test score of VIII A is 1270. The total sample was 27 students. The mean of pre-test was 47,04. Mean could be counted from the total score divided by the number of sample. So, it can be conclude that the students' speaking ability was low.

Then, post-test was held after two times of treatments given to the students. The total score of post-test was 1585. And the mean was 58,70.

It can be conclude that the total score of pre-test is different with the total score of post-test. In pre-test, is obtained 1270 and the score of improve in post-test, it is 1585. The mean of post-test (58,70) also higher than the mean of pre-test (47,04). From the result above it can be conclude that there is any significant effect of using think pair square share on the students' speaking ability. It is supported by the research from Isnaini (2012), the result showed that the students' speaking ability improved by using Think-Pair-Square Strategy.

To analyze the data result the writer used SPSS. The finding showed that there was significant effect of using think pair square share to the students' speaking ability. It proven by the result of t-score (9,470) is higher than t-table in the level significant of 5% (2,056).

From the result above, the researcher can conclude that the students' speaking ability before being taught using think pair square share was low. Then, the students' speaking ability after being taught using think pair square share was increase. From the data that have been analyzed by using SPSS, the result of the t-test score was

9,470 and the t-table was 2,056 in significant of 5%. In other word, t-score was higher than t-table. It means H_a is accepted and H_o is rejected. Based from the result, the researcher concluded that there was any significant effect of think pair square share to the students' speaking ability.

From the description above, the researcher could draw a conclusion that speaking is one of the product skills that must be mastered by the students. The problems of the students are inhibition, lack of ideas, shy, low participation and students' preference to use their mother language. Think pair square share can be used to solve the students' problems in learning English. The use of think pair square share can increase the students' speaking ability.

From the data analysis writer concludes that Think pair square share to the eighth grade students ability was done successfully. It is proven by the students' average score increased from 47,04 in pretest and 58,70 in post test.

It means that there is effectiveness of TPSS on the students' speaking ability, so the strategy can be applied in teaching speaking. By applying TPSS in teaching speaking, the researcher knows the students' speaking ability because the students did the strategy seriously and

seemed they were motivated to study, students had the chance to improve their speaking fluency with self confidence, think pair square share could create a positive atmosphere which allowed the students be more creative in describing people around them. It also gave students a chance to improve their speaking fluency with self confident.

Based on the conclusion above, it is suggested for the teachers to use think pair square share to teach speaking because students had the chance to improve their speaking fluency with self confidence, think pair square share could create a positive atmosphere which allowed the students be more creative.

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