THE EFFECT OF THINK PAIR AND SHARE METHOD ON STUDENT SPEAKING SKILL IN SMAN BANDARKEDUNGMULYO

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ABSTRACT
This study aims to describe the results of students learning English by using speaking skills by applying the method of pair think and share on congratulation and complimenting material in class X SMAN Bandarkedungmulyo. This study uses paired design by measuring students' speaking skills in congratulation and complimenting material. The analysis results show that with the pair think and share method applied students are more interested in speaking English. Student responses to the pair think and share (PTS) learning method are positive.

KEYWORDS: pair think and share, speaking skill, congratulation

ABSTRAK
Penelitian ini bertujuan untuk mendeskripsikan hasil belajar bahasa Inggris siswa dengan menggunakan keterampilan berbicara dengan menerapkan metode pair think and share pada materi ucapan selamat dan pujian di kelas X SMAN Bandarkedungmulyo. Penelitian ini menggunakan desain berpasangan dengan mengukur kemampuan berbicara siswa pada materi ucapan selamat dan pujian. Hasil analisis menunjukkan bahwa dengan metode pair think and share yang diterapkan siswa lebih tertarik untuk berbicara bahasa Inggris. Respon siswa terhadap metode pembelajaran pair think and share (PTS) positif.

KATA KUNCI: pair think and share, keterampilan berbicara, selamat

PENDAHULUAN

The success of a teaching and learning process in class, depends on components including students, curriculum, teachers, methods, infrastructure and the environment. The teaching and learning process can run effectively if all the influential components support one another. Often in carrying out their daily tasks, teachers must be able to plan, implement, and evaluate learning, according to the Learning Implementation Plan which contains standard competencies, basic competencies, indicators, and learning objectives. After that the instructor must be able to choose an appropriate learning strategy or method, the source or learning media according to the competency to be achieved, and the instructor must also be able to determine the learning steps, including, initial activities, core activities, closing. In

learning activities instructors must be motivated, convey learning objectives, implement learning strategies and methods, carry out assessments in learning. But often teachers have implemented these things, but student learning outcomes are still lacking. When this happens, the teacher can state that the student is not motivated in the learning activities.

Therefore teachers must face challenges to arouse students' motivation, arouse their interests, attract and maintain their attention, make sure students want to learn the material they are expected to learn. Ideally a child must have an interest in something so that he learns seriously. Given the importance of motivation for students in learning, the teacher is expected to be able to arouse student interest in learning so that student learning outcomes can be increased. In this effort, there are many ways that can be done, namely in creating certain conditions that can arouse interest in learning, among others; giving tests, questions and answers, pictures, worksheets. In the whole process of education in schools teaching activities are the most basic activities, this means that the success or failure of achieving educational goals

depends a lot on how the teaching and learning process. Learning and teaching are two concepts that cannot be separated. Learning refers to what must be done by someone as a subject who receives a lesson, while teaching on what must be done by a teacher that is giving lessons.

According to Morgan's education experts "Learning is any relatively permanent change in behavior that is a result of past experience" (learning is a change in behavior that is permanent as a result of experience). Meanwhile, according to Suprijono, (2014) learning as a concept of gaining knowledge in practice. While the teaching method is the method used by the teacher in establishing relationships with students during the course of teaching (Sudjana, 1998). The teaching method is a means of interaction between the teacher and students. The teacher acts as a mobilizer or mentor while students act as the recipient or the mentor. According to Sudjana (1998) a good teaching method is a method that can foster student learning activities. The accuracy of teaching selection is very dependent on the purpose, content, teaching and learning process and learning activities, teaching.

Reading ability is the reading speed

and comprehension in reading contents overall, Tampubolon (1990: 7). While Praise Santosa, et al (2010: 3.20) explains that reading comprehension is a continuation of the reading in heart, began to be given in eight grade, reading silently with purpose to understand the reading. The same opinion was supported also by Akhadiah, et al (1992 : 37), which revealed that reading understanding is a sub subject of further reading. The goal is that students are able to understand, interpret, and to live reading the contents. Reading comprehension activity can be classified into literal comprehension, understanding of the interpretation, critical understanding, and creative understanding.

English language ability is not only one of the most decisive abilities in obtaining employment lately, but also the obligation to understand English in terms of interaction between nations. Apart from how the actual quality of English courses in Indonesia, implies a situation of concern that the quality of English teaching is not good in schools.

"Speaking" (speaking) is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in various contexts (Chaney, 1998: 13). "Speaking is an important part of the process of learning and teaching a foreign language as a second language. Although important, for many years, teaching "speaking" speaking was not important and the English teacher continued to speak speaking only as a repetition of practice or memorizing dialogue. However, the world today requires that the purpose of teaching speaking must improve students' communicative abilities, because, only in that way, students can express themselves and learn how to follow social and cultural rules that are appropriate in every communication. In order to teach second language learners how to speak in the best way, some activities that can improve speaking skills are below and can be applied immediately in class. For this reason, teachers must create a classroom environment where students have communication such as real life, authentic activities, and meaningful assignments that improve English speaking skills. This can occur when students collaborate in groups to achieve an indicator or complete an assignment.

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13) Speaking is an interactive process of

constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance,therfore,recent pedagogical research on teaching students conversation has provided some parameters for developing objectives and techniques.

Think-Pair-Share is a cooperative discussion strategy that was first developed by Professor Frank Lyman and his colleagues at the University of Maryland in 1981. It has been adopted by many writers in the field of cooperative learning since then. It gets its name from the three stages of student action, with an emphasis on what students are to be doing at each of those stages (Marzano & Pickering, 2005). This teaching-learning strategy works in three phases: (1) Think. The teacher provokes students' thinking with a question, prompt, or observation. The students should take a few minutes just to THINK about the question; (2) Pair. Using a partner or a desk-mate, students PAIR up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique; (3) Share. After students talk in pairs for a few minutes, the teacher calls for pairs to SHARE their thinking with the rest of the class (Robertson, 2006). Purpose The purpose of this study was to explore the

Objective of the study is to know the ability to speak English. in English, training to speak English is also very important and very necessary. to train students to be more skilled in speaking English. students are required to be more skilled by speaking English.

METODE

The method used in this research is Qualitative descriptive design of think pair and share in this research carried out through two stages.

1. Preparation stage

    ➤ Prepare teaching materials

    ➤ Analyze material

    ➤ Arrange instruments to be used

2. Implementation phase

In the implementation phase the students are given treatment in the form of understanding congratulation material and given examples of expression sentences in congratulation

a) Method of collecting data

b) Test methods in the form of each child divided in pairs and given the task of congratulation

c) Students will advance each group and be able to make a dialogue about congratulation and be able to speak in front of the class in groups

The method of analysis can be obtained from the value of the speak up in front of the dialogue that has been made in pairs

To find out the improvement in students' speaking start given in each sub-analysis of individual development scores.

Peer assessment sheet

As you watch each group's performance, use the sheet below to decide which things they did well. For each criteria, give them a mark out of 5, then add up each column to give a grand total out of 25!

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Good facial expressions?						
Engaging the audience?						
Expression in their voice?						
Good actions?						
Clear speech?						
TOTAL SCORE						

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HASIL dan PEMBAHASAN

the results of this study include data on the results of student development scores in English speaking. From the results of an analysis of the development of speaking scores, this study shows an increased quiz score. Increased speaking value can be caused because speaking is carried out immediately after the learning is finished, so students can easily remember the material delivered when learning takes place. Besides speaking is carried out on the material being studied at that time only. Other problems that can cause the value of speaking can increase, namely the

existence of a positive response to the teaching and learning process, learning methods and ways of teaching teachers. If this is not related, it can cause students to be reluctant to learn. And another factor of the value of speaking that can increase well is also due to the value of speaking given a score, and each individual is given a score of developmental scores, the developmental score is not based on the students' absolute score, but based on how far the students can monitor their scores and make them to always learn at any time in order to obtain an increasing development score.

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made, for students the questions in such a form are new in the teaching and learning process, so as to motivate students. And another factor of the value of speaking that can increase well is also due to the value of speaking given a score, and each individual is given a score of developmental scores, the developmental score is not based on the students' absolute score, but based on how far the students can monitor their scores and make them to always learn at any time in order to obtain an increasing development score and get a good appreciation from the group.

KESIMPULAN dan SARAN

From the analysis the results can be obtained:

1. The value of speaking shows an increase, because it is implemented immediately after learning done.
2. According to good speaking criteria and can understand the content in dialogue.
3. Positive student responses show students are motivated to take lessons if each end of the lesson is given a quiz or brain storming.

recommended:

1. As a material consideration for teachers in carrying out evaluations of student learning progress. It is recommended to use speaking incrementally in order to change the way students learn to always learn at any time.
2. As an input for teachers so that the learning process can run more effectively. It is recommended that teachers have creativity in creating a learning atmosphere that can increase student interest in learning.
3. The relatively long time for speaking, can affect the learning process, so the teacher must be able to divide the right time in the teaching and learning process

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