THE USE OF THINK PAIR SHARE (TPS) TECHNIQUE THROUGH PICTURE TO IMPROVE THE STUDENTS’ SPEAKING SKILLS
(A Classroom Action Research of the Tenth Grade Students of SMK Muhammadiyah 7 Wonosegoro in the Academic Year of 2017/2018)

GRADUATING PAPER
Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.) English Education
Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga

RATEH AMBARWATI
113-13-084

ENGLISH EDUCATION DEPARTMENT TRAINING TEACHER EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA
2017
DECLARATION

"In the name of Allah the Most Gracious and the Most Merciful"

Hereby the researcher fully declares that this graduating paper is made by the researcher and it is not containing material written or has been publishing by other people except the information from referencies and also the researcher is capable of accounting for this graduating paper if in future this is can be proved of containing others’ ideas or in fact, the researcher imitates the other’s graduating paper.

In addition, the researcher really hopes that this declaration can be understood for all human being.

Salatiga, August 28th 2017

The researcher

Ratch Ambarwati

NIM : 113-13-084
DECLARATION AND PERMISSION FOR PUBLICATION

I have been marked below:

Name: Rateh Ambarwati
NIM: 113-13-084
Faculty: Teacher Training and Education Faculty
Department: English Education Department

Declares that this graduation paper is written by the researcher and it is does not copy from the other research. Theories and citation are used codes of ethics of writing for graduating paper. I give permission to publish this graduating paper on IAIN Salatiga’s e-repository.

Salatiga, September 28th, 2017-09-28

The researcher,

Rateh Ambarwati
113-13-084
Setia Rini, M.Pd
The Lecturer of English Education Department
State Institute for Studies (IAIN) Salatiga

ATTENTIVE COUNSELOR’S NOTE
Case: Rateh Ambarwati’s Graduating Paper

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Rateh Ambarwati’s graduating paper entitled “THE USE OF THINK PAIR SHARE (TPS) TECHNIQUE THROUGH PICTURE TO IMPROVE THE STUDENTS’ SPEAKING SKILLS (A Classroom Action Research at the Tenth Grade Students of SMK Muhammadiyah 7 Wonosegoro in the Academic Year of 2017/2018)”. I have decided and would like to purpose that if it could be accepted by the Teacher Training and Education Faculty, I hope it would be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor

Setia Rini, M.Pd
NIP. 19750518 200312 2 002
A GRADUATING PAPER

THE USE OF THINK PAIR SHARE (TPS) TECHNIQUE THROUGH PICTURE TO IMPROVE THE STUDENTS’ SPEAKING SKILLS (A Classroom Action Research at the Tenth Grade Students of SMK Muhammadiyah 7 Wonosegoro in the Academic Year of 2017/2018)

WRITTEN BY:
RATEH AMBARWATI
NIM. 113 13 084

Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga August , 22th 2017, and hereby considered to complete the requirement for the degree of Sarana Pendidikan (S.Pd) in English and Education.

Board of examiners
Head : Rr. Dewi Wahyu Mustikasari, M. Pd
Secretary : Setia Rini, M. Pd
First examier : Hanung Triyoso, M. Ed
Second examier : Hamman, Ph.D

Salatiga, 20 - 09 - 2017
Dean of Teacher Training and Education Faculty
NIP. 19670121199903 1 002
MOTTO

Inna ma’al ‘usri yusron
Verily, with every difficulty is relief
(Q.S Al-Insyirah Verse 6)

Totality is without limitation (Rateh Ambarwati)
DEDICATION

This graduating paper is dedicated to:

1. My beloved parents, my father (Suwarsono) and my mother (Handayani) who always pray for me, guide, support, trust, finance and motivate me in every time and everywhere to become a better person.
2. My beloved brother the one and only (Heru Utomo) and my big family that could not mention them one by one who fill my life with sweetest love.
3. My beloved friends Kurawa Squad (Kingking, Ekawidi, Vikki, Wasil, Ayu, Lailiya, Riki, Bagus, Alip)
4. My partner in love Arisca Flores Ardhi Pratama
ACKNOWLEDGEMENTS

Assalamu’alaikum wr, wb.

In the name of Allah, the most gracious and merciful, the king of universe and space. Thanks to Allah SWT because the researcher can complete this graduating paper as one of requirements to finish the study and getting degree of Sarjana Pendidikan (S.Pd.) in the English Education Department of State Institute for Islamic Studies (IAIN) Salatiga in 2017. Peace and solution always be given to our last prophet Muhammad SAW who has guided us from the darkness to the brightness.

This graduating paper would not have been completed without support, guidance and help from individual and institution. Therefore, I would like to express special thank you to:

1. Dr. Rahmat Hariyadi, M. Pd. as the Rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Suwardi, M. Pd. as the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.
3. Noor Maliah, M. Pd. as the Head of English Education Department of State Institute for Islamic Studies (IAIN) Salatiga.
4. Setia Rini, M. Pd. as a counselor of this graduating paper. Thanks for all your support, advise, suggestion, and recommendation for this graduating paper from beginning until the end. Thanks for your patience and care.
5. All of lecturers in English Education Department and all staffs who helped me to process the graduating paper administration.
6. The Big Family of SMK Muhammadiyah 7 Wonosegoro
7. My lovely best friend Annisa Syarafina S. Pd
8. All of my friends in TBI’13 especially TBI C’13

Wassalamu’alaikum wr, wb.

Salatiga, August 28th 2017

The writer

Rateh Ambarwati

NIM. 113-13-084
ABSTRACT


Words: Think Pair Share (TPS) Technique, Picture, Speaking Skill.

The aims of this research is to find out the students’ speaking skill before and after using Think Pair Share (TPS) Technique through picture. The subject of this research consisted of 28 students of the tenth grade students of SMK Muhammadiyah 7 Wonosegoro. This research applied the classroom action research by giving two pre-test, two treatments, and two post-test. The researcher implemented two cycles. Each cycle consist of planning, implementation of the action, observation, and reflection. In analyzing the data, this researcher uses mixed descriptive technique and statistical technique. The result of the data analysis shows that the means score of pre-test and post-test is 56,43 and 69,46 in cycle I. The mean score of pre-test and post-test in cycle II is 64,46 and 80,71. The calculation of the t-test in cycle I and cycle II is 17,55 in cycle I and 17,78 in cycle II. The t-table of quantity (N) 28 is 2,051. From the calculation between t-test and t-table, there is significance because t-test higher than t-table in cycle I and cycle II. Based of the result above, the researcher concluded that using think pair share technique through picture can improve the students’ speaking skill student of SMK Muhammadiyah 7 Wonosegoro.
TABLES OF CONTENTS

TITLE........................................................................................................... i
DECLARATION................................................................................................ ii
ATTENTIVE COUNSEL NOTES................................................................. iii
STATEMENT OF CERTIFICATION............................................................ iv
MOTTO........................................................................................................ v
DEDICATION.......................................................................................... vi
ACKNOWLEDGMENT.............................................................................. vii
TABLE OF CONTENT............................................................................ viii
LIST OF TABLES.................................................................................... xii
LIST OF THE FIGURE ............................................................................ xiii
ABSTRACT.............................................................................................. xiv

CHAPTER I : INTRODUCTION
A. Background of the Study ................................................................. 1
B. Problems of the Study................................................................. 4
C. Objectives of the Study ............................................................... 5
D. Significances of the Study .......................................................... 5
E. Limitation of the Study ................................................................. 6
F. Definitions of the Keywords........................................................ 7
G. Reviews of the Previous Studies................................................. 8
H. Organization of the Graduating Paper........................................... 10

CHAPTER II : RESEARCH THEORIES
A. Think Pair Share............................................................................. 11
   1. Definition of Think Pair Share.................................................... 11
   2. Procedure of Think Pair Share................................................... 12
   3. Purpose of Using Think Pair Share............................................ 13
   4. Strength of Think Pair Share...................................................... 14
   5. Application of Time Use Think Pair Share.............................. 14
B. Picture.............................................................................................. 15
   1. Definition of Picture.................................................................... 15
2. Types of Picture ............................................................ 15
3. Picture Media as Teaching Aids................................. 18
4. Source of Picture.......................................................... 19
5. Advantages and Disadvantages of Using Picture...... 22

C. Speaking ................................................................. 23
   1. Definition of Speaking............................................... 23
   2. Elements of Speaking............................................... 23
   3. Types of Speaking Performance .............................. 26
   4. Function of Speaking Skill....................................... 27
   5. Teaching Speaking Skill.......................................... 27

CHAPTER III : RESEARCH METHODOLOGY

A. Setting of the Research............................................... 30
   1. General Description ............................................. 30
   2. Vision and Mission ............................................... 31
   3. Subject of the Research.......................................... 32
   4. The Schedule of the Research ............................... 33

B. Method of the Research ............................................. 34

C. Design and the Procedure of the Research................. 35
   1. Cycle 1...................................................................... 36
   2. Cycle 2........................................................................ 39

D. Technique of the Data Collection ............................. 40
   1. Test........................................................................... 40
   2. Observation............................................................ 41
   3. Documentation ........................................................ 41

E. Technique of Analyzing Data...................................... 42
   1. Descriptive Technique............................................. 42
   2. Statistical Technique............................................... 42

CHAPTER IV : DATA ANALYSIS

A. Research Process..................................................... 43
1. Cycle I................................................................................................. 43
2. Cycle II................................................................................................. 52
B. Analysis and Discussion ................................................................. 60

CHAPTER V : CLOSURE

A. Conclusions....................................................................................... 61
B. Suggestion ......................................................................................... 63

REFERENCES

APPENDICES
LIST OF TABLES

Table 3.1 List of X-RPL Class.................................................. 32
Table 3.2 Schedule of the Research......................................... 33
Table 4.1 Observation Sheet Cycle I........................................... 49
Table 4.2 Score of Pre-test and Post-test Cycle I......................... 50
Table 4.3 Descriptive Statistic of The Cycle I.............................. 51
Table 4.4 Paired Simple Test of the Cycle I................................. 52
Table 4.5 Observation Sheet Cycle II......................................... 58
Table 4.6 Score of Pre-test and Post-test Cycle II....................... 59
Table 4.7 Descriptive Statistic of The Cycle II............................ 59
Table 4.8 Paired Simple Test of the Cycle II............................... 60
Table 4.9 Analyze of the Students’ Improvement.......................... 63
LIST OF FIGURES

Figure 3.1 Procedure of Classroom Action Research................. 36
CHAPTER I

INTRODUCTION

In this chapter the researcher presents the background of the study, problem of the study, objective of the study, significance of the study, limitation of the study, definition of the keywords, review of the previous study and organization of the graduating paper.

A. Background of the Study

Language is a communication instrument to extend an information. It is a method to express feelings, ideas, emotions and desires, Sapir (1921: 8). Language itself is a collection of thousands human expressions. Communication is the purpose of language. People usually communicate both in writing and speaking form.

According to Ramelan (1992:3), English is an international language that used by many different peoples in the world. It plays an important role in an international communication. It can be as a medium in study of science, politics, economics, education and culture, technology etc which are usually written in English. In Indonesia, for example, English is the first language that has given special attention and role. It is used as a means of communication at international level. It has accordingly been chosen as the first foreign language to be taught in our school, rather than French, Germany, or Chinese.
Speaking is defined as an interactive process constructing meaning that involves producing, receiving and processing information orally using organ of speech. Ideas are someone’s messages would like to be transferred to another. It means that another person should understand the messages well. In order to understand the messages well, one’s speaking should provide natural communication which has certain features, Aminuddin (2006:1-3).

Speaking skill is one of the language skills that are very essential to support further oral communication especially in English. Lado (1977:240) states that speaking is described as an ability to converse or to express a sequence of ideas fluently. Although speaking skill is very essential to support further oral communication but it is the most difficult skill to develop. The environment in Indonesia provides less support or exposure for the learners, because English is not spoken in the community. Speaking is skill that needs practicing as often as possible. Speaking is different with other language skills, even though when it is compared with writing, the answer must be writing.

There are some problems in teaching speaking that found by the researcher when doing an observation at the school especially the tenth grade students of SMK Muhammadiyah 7 Wonosegoro. First, students do not want to talk or say anything. Students feel really shy about talking in front of the other students, they are suffering from a fear of making mistakes. Second, the students feel shy and afraid when they want to ask a
question to their teacher. Third, the other students always do the mistake in grammar and pronunciation aspect. Basically, they only speak English, they do not pay attention to the sentence structure and correct pronunciation. The teachers should help the students increase their self confidence and their English language skills, namely writing, reading, listening and speaking. If they have good English language skills, they will have good self confidence. Speaking is one skill which can increase students self confidence.

Based on the students’ problem that happened in the school especially the tenth grade students of SMK Muhammadiyah 7 Wonosegoro, the researcher help the students through the teacher, use Think Pair Share technique and Picture. According to Rahvard (2010), Cooperative learning is one of the best strategy in which teachers create small group consist of students who have different level of ability. One of the most effective methods in cooperative learning is the Think Pair Share (TPS) which was developed by Lyman (1978). TPS consists of wait-time, verbal rehearsal, discussion and cooperative learning. Several researchs have discovered that the TPS strategy can help the students to foster the academic performance in several disciplines. A number of studies have revealed that TPS is one of the effective ways and a beneficial strategy to improve students in learning English especially in improving of the students speaking ability.
There are several ways to solve the problem using pictures. Pictures can help the students to have rich based experiences and stimulus responses for the development of speaking, especially in recalling the vocabulary and the formation of text. Pictures are not just an aspect of method but through their representation of places, object and people they are an essential part of the overall experiences we must help our students to cope with Wright (1990:1). Thus, the research will investigate the use of this technique through pictures in the classroom.

Based on the explanation above, the researcher is interested in conducting a research entitled “The Use Of Think Pair Share Technique Through Picture to Improve Students’ Speaking Skill (A Classroom Action Research at the Tenth Grade Students of SMK Muhammadiyah 7 Wonosegoro in the Academic Year of 2017/2018)”. This research changes the motivation and interest of students in learning English language and increase the student achievement in speaking skill.

B. Problems of the Study

Based on the background of the study, the researcher formulates the problems of the study as follows:

1. How is the implementation of students’ speaking skill using Think Pair Share technique through pictures of the Tenth Grade Students of SMK Muhammadiyah 7 Wonosegoro in the Academic Year of 2017/2018?
2. How is the improvement of using think pair share technique through pictures in improving speaking skill of the Tenth Grade Students of
C. Objectives of the Study

The objectives of these studies are as follows:

1. To find out the implementation of students’ speaking skill using think pair share technique through pictures of the tenth grade students of SMK Muhammadiyah 7 Wonosegoro in the Academic Year of 2017/2018.

2. To find out the improvement of students’ speaking skill using think pair share technique through picture of the tenth grade students of SMK Muhammadiyah 7 Wonosegoro in the Academic Year of 2017/2018.

D. Significances of the Study

The result of the study is expected to be used theoretical and practical:

1. Theoretical

   The research finding can be used to enrich the theory and the method in the teaching speaking using Think Pair Share technique and picture.

2. Practical

   a. For the Students

      1) It can improve the students’ speaking skill.
2) The students will be able to speak better.

b. For the Teacher

1) The teacher knows the level of student’s mastery in speaking skill.

2) The result can become an input to determine the step and strategy for teaching in speaking. Furthermore, we can reach the maximal teaching as a feed-back to improve in the process of English teaching learning especially in speaking and it can be as the important information in using media to improve the quality of teaching speaking.

E. Limitation of the Study

This study concerns to “The Use of Think Pair Share Technique through Pictures to Improve Students Speaking Skill”. In order to focus on this research, so the result is valid; there must be limitation of the problem. The topic must be limited in order to investigate the problems more accurately, precisely, and correctly. Therefore, the researcher would like to limit this study as follows: The research is limited in using Think Pair Share (TPS) Strategy through Pictures especially in speaking skill. The research is carried out to the Tenth Grade Students of SMK Muhammadiyah 7 Wonosegoro in the Academic Year of 2017/2018.
F. Definition of the Keywords

Avoiding some incorrect interpretations of this research title, the researcher would like clarify and explain term used.

1. TPS (Think Pair Share)

Barkley (2005: 96) states that Think-Pair-Share is a very simple but effective technique to increase the quantity and quality of discussion participation. It is a technique in which students think individually for a few minutes, then discuss and compare their responses with a partner before sharing with the entire class.

2. Pictures

Picture is one of learning that can be used to explain the subject matter. Picture used almost for all levels of learning or intelligence. The use of picture as media or means of delivery of the lesson, not only interesting but also can bind to the attention and clarify ideas or information presented to the students of a teacher, Asnawir (2002: 54).

3. Improving the Students Speaking Skill

a. Improving is become or makes something or somebody better, Oxford Learner’s Pocket Dictionary (2008:222). It includes the process of progression in human’s ability and proficiency.

b. Student is a person who is studying at a college, polytechnic or university or anyone who studies or who is devoted to the acquisition, Hornby (1994:859).
c. *Speaking* is making use of word in an ordinary voice, uttering word, knowing and being able to use a language, expressing oneself in words and making a speech, Hornby (1995: 318).

d. *Speaking skill* is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language “on the spot” Jeremy Harmer (1988: 269).

G. Review of the Previous Studies

In this study, the researcher took review of related literature from the other graduating paper, and the first title was “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 in the Academic Year of 2014/2015).” Reserched by Roswati, M. Zaim, Desmawati Radjab, the student of Language Education Program, State University of Padang (roswati_rm@yahoo.co.id). The objective of this research is improve the students’ speaking skill by using think-pair-share strategy at the second semester of syariah class A at language center of UIN SUSKA Riau. The method of this research is used classroom action research. The finding of this research showed that Think-Pair-Share strategy improved students’ speaking skill at the second semester students of Syariah class A at Language Center of UIN Suska Riau Pekanbaru.
In the second review related to this research, the title is “Using the Think-Pair-Share Strategy to Improve Students’ Speaking Skill at Stain Ternate”. Researched by Abdurrahman Hi. Usman, S.Pd, SH, M.Pd. Journal of Education and Practice, ISSN 2222-1735 (Paper) ISSN 2222-288X (Online), Vol.6, No.10, 2015. The objective of this research is to improve students’ English speaking ability by using the think-pair-share strategy. The methodology of this research is collaborative classroom action research. The finding of this research showed that the think-pair-share strategy is successful to improve the speaking ability of the first year students at the Islamic Education Department of STAIN Ternate after being implemented in two cycles that considers two criteria, namely the students’ spoken test results and the students’ active involvement during the implementation of the strategy.

The last review related to this research, the title is “The Use of Pictures and Group Discussion to Increase Speaking Skill.”(Classroom Action Research of the First Grade Students of SMK Saraswati Salatiga in the Academic Year of 2015/2016). Researched by Mahmud Hasan in 2015, the student of English Education Department, of State Institute for Islamic Studies (IAIN) Salatiga. The objective of this research are to describe the procedure of implementation of pictures and group discussion to increase speaking skills for the first grade students of SMK Saraswati Salatiga in the academic year of 2015/2016 and to find out wether there is improvement of speaking skill through pictures and group
The methodology of this research is classroom action research. The finding of this research showed that the improvement of the students’ speaking skill is significant after the students got group discussion and using pictures.

Based on the previous research above the researcher would cover about the use of Think Pair Share Technique through Picture to improve the students’ speaking skills. This research used classroom action research as a method in this research. The researcher was chosen object in the tenth grade of SMK Muhammadiyah 7 Wonosegoro. The objectives of this research are to find out the implementation of using think pair share technique through picture and to find out the improvement of using think pair share technique through picture.

H. Organization of the Graduating Paper

This paper presents into five chapters as follows:

Chapter I is introduction. In this chapter, the paper elaborates the background of the study, problems of the study, objectives of the study, significances of the study, limitations of the study, definition of the keywords, review of the previous study and organization of the graduating paper. Chapter II is research theories. In this chapter, the researcher explains TPS (Think Pair Share) Technique, Pictures, Speaking skill the theoretical framework or supporting theories. Chapter III is methodology.
This chapter gives clear explanation about how the study will be conducted and analyzed. The data analysis will also be briefly explained. Chapter IV is Findings and discussion. This chapter discusses the findings of the research and analyze those findings in explanation clearly. Chapter V is conclusion and suggestion. This chapter explains the conclusion and several suggestions of the research based on the analysis in chapter four. The conclusion states the answer to the research questions about the use of Think Pair Share through Pictures to improve students speaking Skill. There are also several suggestions for further research related to the Think Pair Share technique.
CHAPTER II
RESEARCH THEORIES

In this chapter, the researcher presents about the Think Pair Share, Picture and Speaking.

A. Think Pair Share

1. Definition of Think Pair Share

Barkley et al. (2005: 96) state that Think-Pair-Share is a very simple but effective technique for increasing the quantity and quality of discussion participation. It is a technique in which students think individually for a few minutes, and then discuss and compare their responses with a partner before sharing with the entire class.

Think-Pair-Share itself, as expressed by Lie (2002:57) explains that, Think-Pair-Share is learning that gives students the opportunity to work independently and in cooperate with others. In this case, a very important role of teachers to guide students to the discussion, thus creating a learning atmosphere that is more alive, active, creative, effective and fun.

Think-Pair-Share is a cooperative discussion strategy that has three parts to the process, there are students think about a question or an issue, they talk with a partner about their thoughts, then some children share their discussion and thinking with the class, Mc Candlish (2012).

Based on the definitions above, it can be concluded that Think-Pair-Share is a learning technique that provides a structured
opportunity to students to think about the case, issue or certain topic, work in pair to discuss their individual ideas, and share those ideas with other students to improve communication skill.

2. Procedure of Think, Pair, Share:

   Researcher know procedure Think, Pair, Share method in teaching learning process as follows, Muslimin (2001:26):

   a. Think: Teachers begin by asking a specific higher-level question about the text or topic students will be discussing. Students "think" about what they know or have learned about the topic for a given amount of time (usually 1-3 minutes).

   b. Pair: Each student should be paired with another student. Teachers may choose whether to assign pairs or let students pick their own partner. Remember to be sensitive to learners' needs (reading skills, attention skills, language skills) when creating pairs. Students share their thinking with their partner, discuss ideas, and ask questions of their partner about their thoughts on the topic (2-5 minutes).

   c. Share: Once partners have had ample time to share their thoughts and have a discussion, teachers expand the "share" into a whole-class discussion. Allow each group to choose who will present their thoughts, ideas, and questions they had to the rest of the class.
After the class “share,” teacher may choose to have pairs reconvene to talk about how their thinking perhaps changed as a result of the “share” element. From above the procedure, teacher knows how to play Think, Pair, Share in the class as follows, Huda (2011:136):

1) Students are grouped. Each of group consists of two until four students.
2) Teacher give assignment to each grouped
3) Each of group think and doing the individual task
4) Group of members are pairing. Each pair to discuss the individual task
5) The second pairs met again in each group to share the results of discussions.

3. Purpose of Using Think-Pair-Share

Barkley et al. (2005: 155-156) states that the purpose of Think-Pair-Share is to practice comments first with a peer tends to improve the quality of student contributions and generally increases willingness and readiness to speak in a larger group. It is also preparing students to participate more fully and effectively in whole class discussion. It can be indicated as follows:

a. To help students process the information.
b. To develop communication skills.
c. To encourage students to think about a question, issue, or problem.
d. To refine their understanding through discussion with a partner

4. Strength of Think-Pair Share:
The researcher gets some strengths as follows, Hartina, Lie (2005:46):

a. TPS easily applied in various levels of education and in every opportunity.
b. Provide time thinking about improving the quality of student responses.
c. Students become more active in thinking about the concept of the eye lessons.
d. Students understand more about the concept of the topic for discussion.
e. Students can learn from other students.
f. Each student in the group has the opportunity to share or convey his ideas.

5. Application of Time Use Think Pair Share

Application of time in using cooperative learning model of Think Pair Share as follows, Maesuri (2002:37):

a. To be used at the beginning of lessons before studying a material (to find out students' prior knowledge).
b. For the teacher to demonstrate, experiment, or explain.
B. Pictures

1. Definition of Picture

Picture is painting, drawing, or photograph, especially as work of art, Manser (1995: 310). Picture is not just an aspect of method but through its representation of place, object, and people, it is essential part of the overall experiences we must help our students to cope with, Wright (1989: 2).

Another definition of Asnawir (2002: 54), picture is one of learning that can be used to explain the subject matter. Picture used almost for all levels of learning or intelligence. The use of picture as a media or means of delivery of the lesson, not only interesting but also can bind to the attention and clarify ideas or information presented to the students of a teacher.

From the definitions of picture above, the researcher concludes that picture is a two-dimensional visual that is used to clarify or show things, person, and place from area far outside students’ experiences. Picture will be very useful in the teaching learning processes if the teachers carefully and creatively prepare them, and then, they are used effectively to support the presentation of the lesson.

2. Types of Pictures

Through picture presentation, people are able to reach outside their minds. Pictures that they can see always lead to the reality of their
minds. However, the realities that have been presented by pictures depend on the types of the pictures.

Wright (1989: 193) had revealed that so many types of picture, some of his opinion about types of picture would be showed below:

a. Check chart for pictures

Use the check chart to stimulate ideas for particular ways of using pictures you have found. Here teacher can use picture in secret, it means that teacher does not show picture directly but teacher only show a little part of picture, then students try to guess what is picture on the envelop is.

b. Picture of single object

Many of the activities described in this book make use of pictures showing a single object. Teacher shows an object of picture and then this picture include one kind of object. For example, single food or single animal.

c. Picture of one person

Pictures of single people invite us to speculate who they are, what short of people they are (age, family, work, concerns) and what they are thinking and feeling. Teacher ask students to guess who a person in the picture is, and teacher asks students to express what is expression that showed by picture.
d. Picture from history

Picture illustration scenes, costumes and objects from history can be used like other pictures but have the additional quality in inviting the use of past tense form. This picture usually used by teacher to build students’ curiosity in order to make students want to look for in dictionary to find some words who they do not know yet.

e. Picture of the news

News pictures invite identification of the incident, what happened, where, when, and to whom. Teacher only shows the newspaper and students have to identify what happened on the newspaper news.

f. Picture of fantasies

Fantasies pictures can be cut out of old children’s books. They often illustrate everyday activities, for example, eating, running, sleeping, etc. Picture in a book is cut by teacher, then teacher shows to students what are people doing on this picture.

g. Picture and text

Some pictures have caption or articles accompanying them: cartoon, newspaper pictures, advertisements, picture cut out of old books.
h. Student and teacher drawing

The students and teacher can draw pictures which could substitute most, if not all, of the picture listed above. Teacher asks students to mark and give name of part of the picture, for example, picture about animal, students have to give name in every part of the animal such as: foot, eyes, ear, etc.

3. Picture Media as Teaching Aids

Many language teachers are concerned to help their student develop their ability in language skills. In this sense teacher need various strategy and wide resource that can stimulate in this development. Picture is of resources, media that can help teacher to success in teaching learning activity. As a teaching media picture have some roles in the class. Andrew Wright (1989:17) they are:

a. Picture can motivate student and make them want to pay attention and want to take a part.
b. Picture contributes to the context in which the language is being used. They bring the word in to the classroom.
c. The picture can be describe in an objective way or interpreted or responded to subjectively.
d. The picture can cue response to question or cue substitution through controlled practice.
e. Picture can stimulate and provide information to be referred in to conversation, discussion and telling story.
4. Sources of pictures

In many countries there is an abundance of pictures. The language teacher can, with little effort, build up an enormous picture library. In all countries it is possible to find at least some free or cheap picture material. Andrew Wright (1984: 182-187), there are sources of picture. They are as the following:

a. Newspaper

The pictures in newspaper are usually small and too distinct for use with the whole class, but they are usually logical and linked with text, which can lead to particular activities.

b. Magazines

This is the major sources of useful pictures material of might quality. Full page pictures are big enough for class use. While other is more appropriate for individual.

c. Advertisement and publicity

This includes direct mail leaflets, posters and advertisement in magazines and newspaper.

d. Holiday brochures

These brochures are usually rich and illustrated. Most of the pictures are of hotels, places, historical sides or places of great beauty. The pictures in holiday brochures are big enough for individual work.
e. Business brochure

Business brochures are used in many offices like: banks, post offices, and universities. They showed reader written text and pictures of buildings and facilities.

f. Catalogues

In some countries catalogues are rich in pictures material.

g. Calendars

Commonly in Indonesia calendars are illustrated with written text and pictures to make it more interesting but sometimes for advertisement media.

h. Greeting cards

Most greeting cards are illustrated. The range of subject is very wide, in every case in illustration has been chosen to “say” something to the receiver. It is often worth keeping the text on the pictures together.

i. Post cards

Every possible subject is illustrated on post cards. Post cards are associated with writing. For instances, when the pictures on the collages at the Cambridge, then a text can be given by students as if written there.

j. Reproduction of art

Painting, drawing, and photography represent an immense range of subject scenes an abstract concept. The special quality of
art is that it is expensive and stimulating. Reproduction of art can be use for creative work.

k. Posters

Posters are designed big enough to be seen. A huge poster may show a subject or it may illustrate a lot of information.

l. Wall charts

Wall charts are produced by some illustration to explain what is done in or by the institution. Wall charts, relative in expensive. Wall charts can be used in identifying activities, matching activities, and memorizing.

m. Instruction

Instruction for carrying out process such as: “drop a litter here” or “out” here. Are often illustrated can be in sequencing activities.

n. Old books

Old books may contain a unique illustration. This can be particularly rich sources for teacher of language for special purpose.

o. Comic and cartoon ship

These are heavy illustrated. They are sequence of pictures with are closely related to a narrative text. The stories in some publication are illustrated by hundreds of photograph.
p. Family photographs and skill

Sometimes family photographs can be brought to the lesson, show to the students and talked about it.

q. Stamp

Most stamps have pictures and usually used s “playing” card for group work.

r. Playing cards

Many playing cards have illustrations, the card can be used for the original purpose and the students ask to play the game in the target language.

s. Course book

There are illustrations in the course. These illustrated can be used in ways which the author does not suggest. The pictures used in the class must be appropriate with the intellectual level of the students. When the teacher teaching must be always have creativity to make their students enjoy and pay more attention to learn about English by using pictures. So, here the writer means pictures are very important for the students to keep an understanding about speaking in English subject.

5. Advantages And Disadvantages Of Using Picture As A Media

There are some advantages and disadvantage-using picture as media in teaching-learning English Zenger (1991: 79) that are:
a. The advantages of using picture:
   1) Can stimulate and motivate students to become more observant and express themselves.
   2) Is inexpensive, many even be free, and fairly easy to locate.
   3) Can be used by individual or in groups.
   4) Can be displayed for as long as necessary so pupils can work at their own rate.
   5) Is up-to-date and can bring reality into the classroom.
   6) Can be used to introduce, supplement, or summarize at unit.
   7) Enriches reading and can help clarify misunderstanding.

b. The disadvantages of using picture:
   1) Cannot depict motion as film does
   2) If not unique, can seem uninteresting to pupils.
   3) Depicting a specific purpose might be difficult to locate.

C. Speaking

1. Definition of Speaking

   Teaching English in any level, always involves four basic skills. They are listening, reading writing and speaking. However, in using English to communicate one another, people often use it orally or speaking, than the other skills. Speaking is an ability to speak in English. Speaking has a relation in listening skill. It means that what we say is
a repetition of what we have listened. Solahudin (2009: 16) in different statement, speaking activities may well form one part of a much longer sequence which includes reading or listening and, after the activity, study work. People often use such activities simply to provide welcome relief from more formal work. Lyman (1978) in different statement, speaking, states that language learners need to recognize that speaking involves three areas of knowledge:

a. Mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation.

b. Function (transaction and interaction): knowing when clarity of message is essential (transaction or information exchange) and when precise understanding is not required (interaction or relationship building).

c. Social, cultural, and norms (turn talking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what and for what reason.

2. Elements of Speaking

The ability to speak fluently presuppose not only knowledge of language features, but also the ability to process information and language on the spot Lyman (1978) In different statement, speaking Language Features among the elements necessary for spoken production, are the following:
a. Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English. In connected speech sounds are modified (assimilation), omitted, (elision), added (linking), or weakened (through constructions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

b. Expressive devices: native speakers of English change the pith and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to face interactions).

c. Lexis and grammar: spontaneous speech is marked by the use of a number of commons lexical phrases, especially in the performance of certain language functions.

d. Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

e. Mental/social processing: Success of speaker’s productivity is also dependent upon the rapid processing skills that talking necessitates.

f. Language processing: effective speakers need to be able to process language in their own heads and put it into coherent order so that
it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lessons is to help students develop habits of rapid language processing in English.

g. Interacting with others: most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling. A knowledge of how linguistically to take turns allow other to do.

h. (On the spot) information processing: quite apart from our response to other’s feelings, we also need to be able to process the information they tell us the moment we get it.

3. Types of Speaking Performance

In different statement, speaking stated that there are five categorizes of speaking performance assessment tasks, described as follows:

a. Imitative

Teacher asks students to drill word in which the students simply repeat a phrase or structure (e.g., "Excuse me." or "Can you help me?") for clarity and accuracy.
b. Intensive

It is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements - intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture cued tasks including simple sequences; and translation up to the simple sentence level. Intensive can be self-initiated or pair work activity.

c. Responsive

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like.

d. Interactive

It is similar with the previous category which is representative, however it is different in the length and complexity of the interaction, which someone includes multiple exchanges and or multiple participants.
e. Extensive

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

4. Function of Speaking Skill

In different statement, speaking describe a useful distinction between two basic language functions. These are the transactional function, which is primarily concerned with the transfer of information, and the interactional function, in which the primary purpose of speech is the maintenance of social relationship. The most language teaching is concerned with developing skills in short intersectional exchanges in which the learner is only required to make one or two utterance at a time.

5. Teaching Speaking Skill

In different statement, speaking states there are seven principles for designing speaking techniques:

a. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message -based on interaction, meaning, and fluency.

b. Provide intrinsically motivating techniques.

c. Encourage the use of authentic language in meaningful contexts.

d. Provide appropriate feedback and correction.
e. Capitalize on the natural link between speaking and listening.
f. Give students opportunities to initiate oral communication.
g. Encourage the development of speaking strategies.

From the explanation, we can see that all of principles for designing speaking techniques are very necessary for us. The general requirement is the students are able to speak and hold conversations. From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation.
CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher presents about the setting of the research, method of the research, the design and the procedure of the research, technique of the data collection, technique of analyzing data.

A. Setting of the Research

1. General Description of SMK Muhammadiyah 7 Wonosegoro

This classroom action research was carried out at SMK Muhammadiyah 7, located at JL. Wonosegoro, Ketoyan, Boyolali. SMK Muhammadiyah 7 Wonosegoro is always develops every year from quality and quantity of the students. SMK Muhammadiyah 7 Wonosegoro is a vocational high school which was built since 9 years ago. There are 9 rooms or classes, 3 rooms TSM, 3 rooms Busana, 3 rooms RPL. SMK Muhammadiyyah 7 Wonosegoro has three skills, there are: Technique class Automotive, Technique class Garments and Technique class Computer. The subject of this research is the student of tenth grade in the academic year of 2017/2018. The identity of this school is:

Name of School : SMK Muhammadiyah 7 Wonosegoro
Address : Jl. Wonosegoro, Ketoyan, Wonosegoro, Boyolali.
Phone Number : 081329251082
2. Vision and Mission of SMK Muhammadiyah 7 Wonosegoro

a. Vision

The vision of SMK Muhammadiyah 7 Wonosegoro is “Discipline, Islamic and productive to produce professional graduates that can compete in the global era.”

b. Mission

The missions of this school are:

1) Preparing human resources that can be a reliable workforce in various development sectors and Imtaq.

2) Transforming learners from load status into professional development assets capable of competing in the world of work.

3) Preparing professional to meet the needs of industry in particular and the demands of development in general.

4) Equip learners with the skill to be able to develop themselves or optimize their potential.

3. Subject of the Research

The subject of the research is the X Technic of Computer (Teknik Komputer) of the students of SMK Muhammadiyah 7 Wonosegoro in
the academic year of 2017/2018. The number of the students is 28 students that consist of 4 boys and 24 girls. Their native languages were Bahasa. The average age of the participant was 16 years old. They have been taught English since the first year of school. They have English lesson at least four meeting in a week which are each meeting along with two hours lesson in twice, one hour lesson was 45 minutes.

Table 3.1
The List of X-RPL Class

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>SEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Astri Ayu Indah Sari</td>
<td>Female</td>
</tr>
<tr>
<td>2</td>
<td>Endang Sulastri</td>
<td>Female</td>
</tr>
<tr>
<td>3</td>
<td>Ernawati Dewi</td>
<td>Female</td>
</tr>
<tr>
<td>4</td>
<td>Imam Aji FH</td>
<td>Male</td>
</tr>
<tr>
<td>5</td>
<td>Mila Ardita Sari</td>
<td>Female</td>
</tr>
<tr>
<td>6</td>
<td>Nur Rokhim</td>
<td>Male</td>
</tr>
<tr>
<td>7</td>
<td>Oki Puji Rahayu</td>
<td>Female</td>
</tr>
<tr>
<td>8</td>
<td>Puji Lestari</td>
<td>Female</td>
</tr>
<tr>
<td>9</td>
<td>Rina Herlina</td>
<td>Female</td>
</tr>
<tr>
<td>10</td>
<td>Sri Wahyu Ningsih</td>
<td>Female</td>
</tr>
<tr>
<td>11</td>
<td>Yusuf Khasbillah</td>
<td>Male</td>
</tr>
<tr>
<td>12</td>
<td>Mila Sari Pinandita</td>
<td>Female</td>
</tr>
<tr>
<td>13</td>
<td>Muh Pandu Mukti</td>
<td>Male</td>
</tr>
<tr>
<td>14</td>
<td>Lufthansa Shimizuka P</td>
<td>Female</td>
</tr>
<tr>
<td>15</td>
<td>Ana Aida</td>
<td>Female</td>
</tr>
<tr>
<td>16</td>
<td>Cindy Pradipta A</td>
<td>Female</td>
</tr>
<tr>
<td>17</td>
<td>Dyan Elvina</td>
<td>Female</td>
</tr>
<tr>
<td>18</td>
<td>Eva Aisyah</td>
<td>Female</td>
</tr>
<tr>
<td>19</td>
<td>Khoirul Bariah</td>
<td>Female</td>
</tr>
<tr>
<td>20</td>
<td>Nita Eka Putri</td>
<td>Female</td>
</tr>
<tr>
<td>21</td>
<td>Raisatul Amanah</td>
<td>Female</td>
</tr>
<tr>
<td>22</td>
<td>Renawati</td>
<td>Female</td>
</tr>
<tr>
<td>23</td>
<td>Rosnawatik</td>
<td>Female</td>
</tr>
<tr>
<td>24</td>
<td>Siti Mubarokah</td>
<td>Female</td>
</tr>
<tr>
<td>25</td>
<td>Sri Lestari</td>
<td>Female</td>
</tr>
<tr>
<td>26</td>
<td>Talia Fransiska</td>
<td>Female</td>
</tr>
</tbody>
</table>
4. The Schedule of the Research

The researcher planned the time schedule in order to easier the research process. This research was done on middle of July 2017 until middle of August 2017. The table is written below:

**Table 3.2**

*The Schedule of the Research*

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CYCLE 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Pre-test</td>
<td>July, 24 2017</td>
</tr>
<tr>
<td>2</td>
<td>Correcting pre-test result</td>
<td>July, 25 2017</td>
</tr>
<tr>
<td>3</td>
<td>Scoring pre-test</td>
<td>July, 25 2017</td>
</tr>
<tr>
<td>4</td>
<td>Explanation the material (treatment)</td>
<td>July, 26 2017</td>
</tr>
<tr>
<td>5</td>
<td>Post-test</td>
<td>July, 31 2017</td>
</tr>
<tr>
<td>6</td>
<td>Correcting post-test</td>
<td>August, 1 2017</td>
</tr>
<tr>
<td>7</td>
<td>Scoring post-test</td>
<td>August, 1 2017</td>
</tr>
<tr>
<td>8</td>
<td>Analyzing pre-test and post-test</td>
<td>August, 2 2017</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CYCLE 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Pre-test</td>
<td>August, 7 2017</td>
</tr>
<tr>
<td>2</td>
<td>Correcting pre-test result</td>
<td>August, 7 2017</td>
</tr>
<tr>
<td>3</td>
<td>Scoring pre-test</td>
<td>August, 7 2017</td>
</tr>
<tr>
<td>4</td>
<td>Explanation the material (treatment)</td>
<td>August, 9 2017</td>
</tr>
<tr>
<td>5</td>
<td>Post-test</td>
<td>August, 14 2017</td>
</tr>
<tr>
<td>6</td>
<td>Correcting post-test</td>
<td>August, 14 2017</td>
</tr>
<tr>
<td>7</td>
<td>Scoring post-test</td>
<td>August, 14 2017</td>
</tr>
<tr>
<td>8</td>
<td>Analyzing pre-test and post-test</td>
<td>August, 15 2017</td>
</tr>
</tbody>
</table>
B. Method of the Research

The research method used in this study is class room action research (CAR). There are some definitions of class room action research. The definition of classroom action research according to Taggart, 1998: in Muslich (2012: 8) classroom action research is a form of self-reflective enquiry undertaken by participants in social (including educational) situation in order to improve the rationality and justice of their own social or educational practices, their understanding of these practices, and the situation in which practice are carried out.

According to Suharsimi, Arikunto (2007:58), classroom action research comes from three words, they are:

1. Research: an activity to find out accuracy some object using methodology to get data or information which benefit to improve something which interest and important for researcher.
2. Action: some activities deliberately done by having several aims, in the research in form activities cycles.
3. Class: a group of student in same time, have same lesson from teacher.

Based on the definition about classroom action research, the researcher conclude that classroom action research is a form or model of action research that undertaken by teachers or practitioners to find solutions of examined problems in the classroom.
C. The Design and Procedures of the Research

The researcher followed Kemmis and Mc taggart (1988) CAR design. The design consists of several cycles. Each cycle includes planning, action, observing and reflection of the teaching learning process based on the lesson plan that has been prepared for some meetings.

Figure 3.1 Procedure of Classroom Action Research

The figure of CAR by Kemmis and Mc taggart (1988), quoted by Burns (2010: 33)

The researcher and the English teacher made a collaboration work since preparation phase, action, observation, and reflection. The researcher planned the steps as below:
1. **Cycle 1**

   a. **Planning**

      In this stage, the researcher planned what action would be done in using and applying Think Pair Share (TPS) technique and picture as a media in teaching speaking. The activities in the planning were presented as below:

      1) Selecting the materials with the teacher’s annual program based on syllabus.
      2) Preparing materials, making lesson plan and designing the steps in doing the action.
      3) Preparing list of students’ name and scoring.
      4) Preparing teaching aids.
      5) Preparing sheets for classroom observation (to know the situation of teaching-learning process when the method or technique or mode is applied).

      The preparation was designed in order to gain the purpose of teaching learning process. Students are supposed to improve their speaking skill by the materials given.

   b. **Action**

      After the preparation finished, the researcher did teaching learning process. In action stage as the stage of implementation the preparation, the researcher presented as below:

      1) Giving pre-test for students
2) Teaching the material. Explaining the materials and the application using Think Pair Share (TPS) technique and Picture as a media in teaching speaking.

3) Giving occasion for the students to ask any difficulties using Think Pair Share (TPS) technique in learning process.

4) Presenting the problem situation for the students through picture that was showed by the teacher.

5) Giving chance for the students to think individually first about the problem, then work in pair and share their knowledge in order to solve the problem given.

6) Giving chance for the students to present and share their knowledge in front of the class with their pair.

7) Giving post-test

In this phase, the teacher, researcher and the students were working together. Students gained the materials deeply. Meanwhile the teacher helped, guided, and monitored the students, she also identified in the issue being researched. In this action the observer using descriptive narrative or script from the learning process that can be criticism in chapter IV.

c. Observation

The aspect of teacher activities which were observed are listed below:

1) Greeting students before the lesson begins.
2) Praying before the lesson begins.

3) Checking student attendant.

4) Asking students situation.

5) Preparing of the materials.

6) Giving motivation for students.

7) Giving explanation of the materials.

8) Giving opportunity for asking question and suggestion.

9) Guiding the student activity.

10) Giving feedback after the lesson

The students that were observed are listed below:

1) Actively participated in the teaching learning process.

2) First think individually with the problem that was given by the teacher, then pair with her or his friend and share about the problem, and then share or present their discussion in front of the class.

3) Using Think Pair Share (TPS) technique and picture as a media appropriately.

4) Showing enthusiastic in the speaking activity

d. Reflecting

Reflection is a research finding analysis. At this point, the researcher reflected on, evaluate, and describe the effects of the action. This is to record what happens in observation. Reflection seeks to make sense of processes, problems and real issues in
strategic action. Reflection is an evaluative aspect; it asks the researcher to weight the experience, to judge whether or not the method can be solving the problem and to enhance students’ speaking skill. Students minimum score (KKM) was 70. It means that students passed the test when students’ score was 70 or above.

2. Cycle II
   a. Planning
      In the planning phase of the second cycle, the researcher would do several activities that would be designed as below:
      1) Revising the lesson plan based on the suggestion of class teacher and students needs.
      2) Reselecting the materials and teaching instruments to improve the teaching learning process.
      3) Revising the test in order to satisfy the student needs.
   b. Action
      This cycle II action is quite similar with the cycle I action. The activities of the cycle II action included:
      1) Giving more explanation about the materials and instruments.
      2) Giving the post-test II
   c. Observation
      Teacher and researcher observed students’ improvement, response and participation in the teaching learning process also observed the students performance during the action.
d. Reflection

The researcher evaluated the students speaking skill improvement. English teacher also gave suggestion and advised for the future teaching performance. Besides, the researcher asked about the students reading progress according to English teacher. After did the cycle II, researcher also expected that students could pass the KKM.

D. Technique of the Data Collection

Technique for data collecting was aimed to support the success of the research. It helped the researcher to collect information during the process of research. Related to the research, the researcher used some techniques for collecting data are presented as below:

1. Test

In simple term, test is number measuring a persons’ ability, knowledge, or performance in a given domain (Brown, 2004: 3). The researcher uses pre- test and post-test. Pre-test test is given students before the teacher uses her strategies in teaching learning process and post test is given students after the teacher uses strategies. Pre-test and post are to know the differences of the students skill before and after the researcher uses her strategies.

Researcher would gave both the pre-test and post-test for students in of SMK Muhammadiyah 7 Wonosegoro. Researcher would give the pre-test and post-test of cycle 1 on Monday 24th July 2017. Then,
researcher would analyze the result. The researcher would conduct the cycle II on Monday 7th August 2017. In the cycle II, researcher would give both the pre-test and post-test of cycle II.

2. Observation

Observation focuses on the activities of the research subjects or objects involving all of the five senses, Arikunto, (1996: 139). This method is easily used to find concrete data. The researcher is able to observe directly, the condition of buildings, the geographical location, student’s activities in teaching-learning processes and others.

When the research was conducted, the researcher role was as an observer and teacher class as a teacher itself. The observer used field note which is used to observe and to know the situation and activities during teaching-learning process. By using field note, the researcher was able to record and make a narrative or script of the class situation and student’s participation. Then, the researcher verifies the observation result to the co-observer.

3. Documentation

Documentation is collecting data by looking or noting of report that is available, Tanzeh (2009:66). Documentation technique benefits in the collecting student’s grades as secondary data to know their advancement speaking ability, the condition of teachers, students, staffs, and location of SMK Muhammadiyah 7 Wonosegoro. In the case, researcher chooses to use the media of record the activities
of students in class so that the data obtained is valid, which is by using cameras, audio and video record.

E. Techniques of Analyzing Data

The researcher conducted the classroom action research of teaching speaking skill using TPS (Think Pair Share) Technique through picture at tenth year students of SMK Muhammadiyah 7 Wonosegoro. After collecting the data, the next steep of study is analyzing the data. In analyzing the data this research uses mixed qualitative and quantitative technique. There are two ways to analyze the data, they are:

1. Descriptive technique

A descriptive technique is used to know the students behavior during the teaching learning process. In descriptive technique, the researcher analyzes the learning process by reporting details views that happen in the class and describe the situation of the class.

2. Statistical technique

A statistical technique is used to know the extent to using “Think, Pair, Share” technique through picture to improve students’ speaking skill the result of pre-test and post-test. This research is calculated by Deviation Standard using SPSS 16.00 windows program.
CHAPTER IV

DATA ANALYSIS

This chapter focuses on analyzing the collected data. The researcher gives the details of the findings. This chapter is likely the main discussion of the research conducted. It displays the finding of the collecting data since in the beginning until the end of the research. The findings consist of result of the cycle I and cycle II. The two cycles are treatment of the implementation of the use of Think Pair Share technique through picture in speaking skill.

A. Research Process

In this research, the researcher as an observer and Ms. Annisa Syarafina S. Pd as a teacher in learning process in the class that observed by the researcher. The researcher arranged two cycles, each cycle consist of planning, action, observing, and reflection. The whole steps of this research are explained in the description bellow:

1. Cycle I
   a. Planning

   Before conducted the research, researcher prepared the instruments of the research, they are as follows:

   1) Lesson Plan

   In order to control the teaching learning process, the researcher used the lesson plan as guidance for the researcher’s activity in the class.
2) Material

In the first cycle, the researcher used theme about “descriptive text”. The researcher used descriptive text because the text is very easy and suitable to implement with Think Pair Share technique and Picture. The researcher used several books as a resource and looking for the material in the internet.

3) Teaching Aid

The researcher prepared some instrument, such as: picture, blank paper, rubrics, and board marker.

4) Sheet for classroom observation

Sheet for classroom observation was prepared in order to know the condition of teaching learning process. For the students as usually sit in pair and for the teacher in front of the class and for the observer can move around of the class.

5) Test (pre-test and post-test)

Pre-test was a test that was given to the students before the teaching learning process. Meanwhile, post-test was a test that was given to the students after teaching learning process was conducted. The test was the teacher asked to students to answer some questions about descriptive text.
b. Implementation of the action

The research was done on 24th July until 14th August 2017 in SMK Muhammadiyah 7 Wonosegoro. The action of cycle I was done on July 24th, 26th, 31th in X Technique of Computer class. The teacher is Ms. Annisa Syarafina and the researcher roled as an observer.

On Monday, July 24th before started the lesson, the researcher informed to the students that for a few days later the class would be observed by the researcher. The condition of class was too crowded but the researcher could handle it. The students of X Technique of Computer class are very different with other class. They were more active and the class often crowded. This was a challenge for the researcher to face this situation. Then, the researcher introduced herself and checked the students’ present. In the first meeting, it was followed by 28 students in the class.

The teacher started the lesson by greeted “Assalamualiakum wr, wb” and said hello to the students. The teacher opens the lesson, introduces herself, conveyed the purpose of coming in the class, and checked the students’ attendance list. After checked the attendance list, the teacher said that they would learn English on a month especially about descriptive text. Before, began the lesson, the teacher asked to
the students’ about what is descriptive text. One of the students answered that descriptive text is text that describes about something. After giving a little explanation about descriptive text, the teacher told that they will do a pre-test. The teacher gave the picture to the students and asks the students to describe the picture. Then, the teacher gave 50 minutes to do a pre-test about descriptive text. It was done on one meeting. After the students finished the pre-test, the teacher closed the lesson and said “hamdallah” together.

On Wednesday, July 26th (treatment in cycle 1) the teacher entered the class. Before started the lesson, the teacher said basmallah together with the students, then asked the students condition, and checked the attendance list. After that, the teacher gave some material about the descriptive text to the students. The teacher explains about the definition of descriptive text, the purpose, and the generic structure of descriptive text. Then the teacher explained more detail in Bahasa in order to make the students understood about the material. After explained it, the teachers continued to explain about Think Pair Share (TPS) Technique to the students. After the students get the point with teachers’ explanation about Think Pair Share (TPS) Technique, the teacher asks the students to make a pair. But, before applied it to the students,
the teacher explained first about the definition and the procedure of Think Pair Share (TPS) Technique. 

After the teacher explained the procedure of Think Pair Share (TPS) technique, the teacher gives some pictures to the students, each pair get different picture, one pair one picture. Each pair discuss about the picture and sharing their idea with their partner in pair. After that, the students share up or speaking up in front of the class presented their discussion about the picture that was given by the teacher. The teacher analyzes the students’ speaking skill trough the students’ presentation describe the picture with their partner in pair, then the teacher conclude the material.

On Monday, July 31st, the researcher and observer entered the class. The researcher informed to the students that she would give a post-test. The teacher gives some pictures to the students, one pair one picture. The students describe the picture in pair with applying Think Pair Share (TPS) technique. And finally presented their result of discussion in front of the class *(it was taken by the audio)*. After the students finished the test, the teacher closed the meeting, said that they will meet next week and said *hamdallah* together.
c. Observation

The researcher observed the learning process by asking the observer to help her in monitoring the students’ activity and attention during the action in the classroom. This observation was purposed to know how far the situation and enthusiasm of the students during teaching and learning process. The researcher used observation sheet. The purpose of this activity was to evaluate the teaching and learning process, collecting data and monitor the class.

**Table 4.1**

**Observation Sheet Cycle I**

<table>
<thead>
<tr>
<th>NO.</th>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher prepared the material well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>Teacher conduct the classroom well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Teacher use the time effectively</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>Teacher give evaluation after the lesson plan</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>5</td>
<td>Teacher ask the student’s difficulties</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>6</td>
<td>Students feel enthusiastic doing speaking test by using Think Pair Share Technique</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
</tbody>
</table>
Based on the observation of the cycle 1, the researcher analyzes the data of pre-test and post-test. The calculation and result of both tests are presented below:

1) The score of pre-test and post-test cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Cycle 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pre-Test (X)</td>
<td>Post-Test (Y)</td>
<td>D</td>
</tr>
<tr>
<td>1</td>
<td>AstriAyu Indah Sari</td>
<td>55</td>
<td>65</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>EndangSulastri</td>
<td>60</td>
<td>65</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>ErnawatiDewi</td>
<td>60</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Imam Aji FH</td>
<td>55</td>
<td>65</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Mila Ardita Sari</td>
<td>60</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>NurRokhim</td>
<td>50</td>
<td>65</td>
<td>15</td>
</tr>
<tr>
<td>7</td>
<td>Oki PujiRahayu</td>
<td>60</td>
<td>70</td>
<td>10</td>
</tr>
</tbody>
</table>
The researcher calculates the deviation standard by using SPSS 16.00 windows program. It can be shown as follows:

Table 4.3
Descriptive Statistics of the Cycle 1

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>28</td>
<td>50</td>
<td>60</td>
<td>56.43</td>
<td>4.050</td>
</tr>
<tr>
<td>Post-test</td>
<td>28</td>
<td>65</td>
<td>75</td>
<td>69.46</td>
<td>3.426</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above can be seen that the mean of pre-test in cycle I is 56.43 with deviation standard 4.050. While mean post-
test in cycle I is 69.46 with deviation standard 3.426. The quantity (N) of the students is 28 students.

2) Passing Grade of Cycle I

Cycle I also has shown that the students can improve their English score especially in speaking skill with mean of post-test 69.46 it is better than mean of pre-test 56.43. The researcher also calculates the passing grade is 70. But, the result from post test in cycle I students have not complete the passing grade because the students in pre-test who still have the score less than 70 and in post-test 8 students who still has the score less than 70.

3) T-test

To know there is a significant improvement in speaking skill, the researcher analyzes t-test or t-calculation by using SPSS 16.00 windows program calculating from the result of pre-test and post-test.

Table 4.4

Paired Sample Test of the Cycle I

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>1.3035</td>
<td>3.9297</td>
<td>.7436</td>
<td>11.5119</td>
<td>14.5565</td>
<td>.001</td>
</tr>
<tr>
<td>Sig (2-tailed)</td>
<td>.001</td>
<td>.001</td>
<td>.001</td>
<td>.001</td>
<td>.001</td>
<td>.001</td>
</tr>
</tbody>
</table>
From the table above can be seen that:

a) \( T \)-test cycle 1 is 17.55

b) \( T \)-table (\( \alpha = 0.05 \)) from the quantity (\( n \)) 28 is 2.051.

c) \( T \)-test > \( T \)-table = 17.55 > 2.051

From the explanation above we can conclude that there is significance using Think Pair Share (TPS) technique through Picture in cycle I because the value of \( T \)-test is bigger than \( T \)-table.

d. Reflecting

Based on the observation of the cycle I, the researcher has to reflect the weakness that happened in the learning process to maximize and improve students’ speaking skill and minimize the fault of the students. The researcher has to motivate the students to always practice to speak in English. The researcher has to organize more than the time in order to in the next meeting the process teaching and learning be better.

2. Cycle II

Based on the result of the cycle I above, it is necessary for the teacher to continue the next cycle:

a. Planning

The activities are prepared:
1) Lesson plan as a guide for the teacher, activities in the class so teaching and learning process can be controlled.

2) Materials (the basic element of descriptive text)

3) Some pictures and teaching aids (Think Pair Share technique and pictures)

4) Preparing list of the students name scoring

5) Preparing sheet for observation in the class

6) Preparing a test (pre-test and post-test) to know student’s improvement in speaking skill is there any change or not.

b. Implementation of the action

On Monday, August 7\textsuperscript{th} 2017 the teacher and the researcher entered the class by greeting “Assalamu’alaikum wr, wb” and asking about the condition of the students by “how are you today?”, the students answered “I’m fine Miss, thank you and you?”, then the teacher answered, “I’m very well, thank you”. She continued the lesson based on lesson plan arranged. Before began the lesson, the teacher gave pre-test. She gave question for students to describe the picture with their pair. The teacher gave 50 minutes to do the test. After all of the students did their test, the teacher closed the meeting by said 

*hamdallah* and will be continued in the next meeting.

On Wednesday, August 9\textsuperscript{th} 2017, the teacher and the researcher entered the class and started the lesson as usual.
Greeting the students by “Assalamu’alaikum wr, wb” asked about the condition, and checked the students’ attendance list. Before start the lesson, the teacher reviews about the previous material. She asked to the students “did you remember what have learned in the last meeting?” The students answered that they learned about descriptive text. Then, the teacher gave more explanation about descriptive text and also added the material about language feature of descriptive text. The teacher gave the explanation in more detailed and gave an example every part of language features. The first language feature is focus on specific participant. The teacher mentions some examples, then asked to the students to mention the other example. The second is use simple present tense, she asked about the formula of simple present tense. The third is describing features or use adjective. She gave some examples, then, asked to the students to mention the other example of adjective. The last is using relating verb. In this part, the teacher asked to the students to underline the words that using relating verb in the example of descriptive text on handout. After explained the language features, the teacher gives example to the students how to pronoun some words, and the students asks to the teacher how to pronoun some difficult
words, for example about date, month and year, how to spell and how to pronoun those words.

After that the teacher divides the students into some pairs. As usually each pair consist of two students. The teacher gave picture that would be discussed in pair, one pair one picture. The students share and discuss about the picture with their own words. They made a note to write their ideas through the picture before they present in front of the class with speak up their pictures’ describe. After discuss, they prepare to present their ideas about the picture in front of the class. The teacher calls one by one of students’ pair and see the speaking skill of the students. After finished the student presentation, the teacher conclude the lesson with say hamdalah together.

On August 14th 2017 the teacher entered the class. Greeted the students, asked about the condition, and checked the attendance list as usually. Then, the teacher said that they would do a post-test. The teacher gives some pictures to the student one pair one picture. The teacher and the observer wanted to know how the students improvement in speaking skill with describing the picture using Think Pair Share (TPS) technique. The teacher gave post-test about some pictures. After finished post-test, the teacher closed the meeting and said
thanks to the students for their good participation and say *hamdalah* together.

c. Observation

In the Cycle II teacher still used *Think Pair Share technique and picture* as a media in teaching learning process. The activities started by dividing pre-test to measure student comprehension about material presented. Students looked enthusiastic in following teaching and learning process. Before completing the pre-test, teacher remained to the material that has been studied previously, with giving questions to students. Almost all students could answer the question from the teacher, after that teacher completing the pre-test.

After completing pre-test teacher gave new material for them and then teacher asks them to make a group, each group consist of two people (make a pair or in pair). The teacher gave some pictures for them and asks the students to think about the picture that has been showed, and then the teacher asks the students to work and discuss in pair about the picture. Teacher gives time to students to discuss the picture in pair and then asks the students to share their discussion in front of the class. Every pairs has a different picture to discuss. So every pair had to speak up their discussion to their friend in front of the class. Most of the students were active in the discussion or share in
pair, and they looked more confidence. The condition the class more conducive then previous meeting in cycle I.

Table 4.5

Observation Sheet Cycle II

<table>
<thead>
<tr>
<th>NO.</th>
<th>INDICATOR</th>
<th>YES</th>
<th>NO</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher prepared the material well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>Teacher conduct the classroom well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Teacher use the time effectively</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>Teacher give evaluation after the lesson plan</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>5</td>
<td>Teacher ask the student’s difficulties</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>6</td>
<td>Students feel enthusiastic doing speaking test by using Think Pair Share Technique</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>7</td>
<td>Students give attention to teacher’s explanation</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>8</td>
<td>Students active during learning process</td>
<td>✓</td>
<td></td>
<td>Students make noisy in the class, shy, and feel not confident to speak in English</td>
</tr>
<tr>
<td>9</td>
<td>Students understand the teacher’s explanation</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>10</td>
<td>Students do the evaluation well</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>11</td>
<td>The teacher applies Think Pair</td>
<td>✓</td>
<td></td>
<td>Good</td>
</tr>
</tbody>
</table>
Based on the observation of the cycle II, the researcher analyzes the data of pre-test and post-test. The calculation and result of both tests are presented below:

1) The score of pre-test and post-test

**Table 4.6**

**The Score of Pre-test and Post-test of the Cycle II**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Cycle II</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pre-Test (X)</td>
<td>Post-Test (Y)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>AstriAyu Indah Sari</td>
<td>60</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>EndangSulastrri</td>
<td>65</td>
<td>80</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>ErnawatiDewi</td>
<td>60</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Imam Aji FH</td>
<td>60</td>
<td>85</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>Mila Ardita Sari</td>
<td>70</td>
<td>80</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>NurRokhim</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>Oki PujiRahayu</td>
<td>75</td>
<td>85</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>Puji Lestari</td>
<td>60</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>9</td>
<td>RinaHerlina</td>
<td>65</td>
<td>80</td>
<td>15</td>
</tr>
<tr>
<td>10</td>
<td>Sri WahyuNingsih</td>
<td>60</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>11</td>
<td>Yusuf Khasbilla</td>
<td>70</td>
<td>80</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>Mila Sari Pinandita</td>
<td>75</td>
<td>85</td>
<td>10</td>
</tr>
<tr>
<td>13</td>
<td>MuhPanduMukti</td>
<td>60</td>
<td>85</td>
<td>25</td>
</tr>
<tr>
<td>14</td>
<td>Lufthansa Shimizuka P</td>
<td>65</td>
<td>80</td>
<td>15</td>
</tr>
<tr>
<td>15</td>
<td>Ana Aida</td>
<td>60</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>16</td>
<td>Cindy Pradipta A</td>
<td>60</td>
<td>85</td>
<td>25</td>
</tr>
<tr>
<td>17</td>
<td>DyanElvina</td>
<td>70</td>
<td>85</td>
<td>15</td>
</tr>
<tr>
<td>18</td>
<td>Eva Aisiyah</td>
<td>60</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>19</td>
<td>KhoirulBariah</td>
<td>65</td>
<td>80</td>
<td>15</td>
</tr>
<tr>
<td>20</td>
<td>Nita EkaPutri</td>
<td>70</td>
<td>85</td>
<td>15</td>
</tr>
<tr>
<td>21</td>
<td>RaisatulAmanah</td>
<td>60</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>22</td>
<td>Renawati</td>
<td>60</td>
<td>85</td>
<td>25</td>
</tr>
<tr>
<td>23</td>
<td>Rosnawatik</td>
<td>65</td>
<td>75</td>
<td>10</td>
</tr>
<tr>
<td>24</td>
<td>SitiMubarokah</td>
<td>70</td>
<td>85</td>
<td>15</td>
</tr>
</tbody>
</table>
Then, the researcher calculates the deviation standard by using SPSS 16.00 windows program. It can be shown as follows:

**Table 4.7**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>28</td>
<td>60.00</td>
<td>75.00</td>
<td>64.46</td>
<td>4.970</td>
</tr>
<tr>
<td>Post-test</td>
<td>28</td>
<td>75.00</td>
<td>85.00</td>
<td>80.71</td>
<td>3.779</td>
</tr>
<tr>
<td>ValidN (Listwise)</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above can be seen that the mean of pre-test in cycle II is 64.46 with deviation standard 4.970. While mean post-test in cycle II is 80.71 with deviation standard 3.779. The quantity (N) of the students is 28 students.
2) Passing grade of cycle II

The result in cycle II is better than cycle I. In previous cycle the standardized of score that is calculated by the teacher is 70 and the result of post-test shows there is no student has the score less than 70, in pre-test there are 20 students who still have the score less than 70. So, the mean from pre-test in cycle I is 64.46 and post-test in cycle II is 80.71. The results of pre-test and post-test were used to know the score of students’ speaking skill.

3) T-test

To know there is a significant improvement in speaking skill, the researcher analyzes t-test or t-calculation by using SPSS 16.00 windows program calculating from the result of pre-test and post-test.

**Table 4.8**

**Paired Sample Test of the Cycle II**

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>S (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paired Differences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.80500</td>
<td>4.635535</td>
<td>.91378</td>
<td>11.27509</td>
<td>18.12461</td>
<td>17.783</td>
<td>27</td>
</tr>
</tbody>
</table>
From the table above can be seen that:

a) \( T \)-test cycle 1 is 17.78

b) \( T \)-table \((\alpha=0.05)\) from the quantity \((n) 28\) is 2.051

c) \( T \)-test > \( T \)-table = 17.78 > 2.051

From the explanation above we can conclude that there is significance using Think Pair Share (TPS) technique through picture in cycle II because the value of \( T \)-test is bigger than \( T \)-table.

d. Reflection

In this cycle, the researcher conclude that the treatment of using Think Pair Share technique and were successful in improving speaking skill. It could be seen the students’ speaking improvement in the students’ score. Most of students paid attention to the teacher’s explanation and active in the learning process; such as active in pair to share each other about the picture, enthusiastic in discussion and to speaking in front of the class.
**B. Analysis and Discussion**

From the result of analyzes in cycle I and II, the researcher analyzed the students' improvement from cycle I to cycle II. The improvement as follows:

**Table 4.9**

**The Analysis of the Students’ Improvement**

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>56,43</td>
<td>64,46</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>69,46</td>
<td>80,71</td>
</tr>
<tr>
<td>2</td>
<td>Standard Deviation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>4,050</td>
<td>4,970</td>
</tr>
<tr>
<td></td>
<td>Post-Test</td>
<td>3,426</td>
<td>3,779</td>
</tr>
<tr>
<td>3</td>
<td>T-table</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N = 28</td>
<td>2,051</td>
<td>2,051</td>
</tr>
<tr>
<td></td>
<td>α = 0,05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>T-test</td>
<td>17,55</td>
<td>17,78</td>
</tr>
</tbody>
</table>

From the statement above, the researcher can see that mean between pre-test and post-test has significant different, where post-test is greater than pre-test. It shows that think, pair, share technique through picture gives influence in improving students’ speaking skill, It means that using Think Pair Share technique through picture is appropriate with the situation and condition of students’ in SMK Muhammadiyah 7 Wonosegoro in learning English especially in speaking skill beside that, the students are more interested and can be active in teaching learning process and also be able to increase creativity and activity of the students on the academic assignment.
CHAPTER V

CLOSURE

In this chapter, the researcher presents the closure. After completing this research, the researcher provides some conclusions and suggestion of the research.

A. Conclusion

After conducting the research and analyzing the data, the researcher comes to several conclusions to answer the problems of research that:

1. The implementation of the students’ speaking skill using Think Pair Share technique through picture in the students’ speaking skill of the tenth grade students in SMK Muhammadiyah 7 Wonosegoro show that the mean of students’ score of pre-test in cycle I and cycle II is 45.43 and 64.46. It means that the students’ speaking skill before the use of Think Pair Share technique through picture were low because the result show that the standardized score (70) is higher than the mean of pre-test (45.43) in cycle I and II (64.46). Many students who did not achieve the standardized score. It means before using Think Pair Share technique and picture many students speak English less fluently, sometimes most of them just were silent when the teacher asked them to speak, and they were unconfident to speak English because their poor of vocabulary.
While after using Think Pair Share technique through picture the students’ score of post-test in cycle I and cycle II is 69,46 and 80,71. The mean of post-test in cycle I is (69,46) is higher than the mean of pre-test in cycle I (56,43) and the mean of post-test in cycle II (80,71) is higher than the mean of pre-test in cycle II (64,46). The mean of post-test in cycle II is higher than the mean of post test in cycle I. It means that after using Think Pair Share technique and picture, the students who speak English less fluently at first, become more fluently. It also helped the students to speak up in front of class, helping the students to explore their ideas.

Based on the result above, the researcher conclude that using Think Pair Share technique through picture not only successful in improving students’ speaking skill but also successfully built students’ self-confidence. It could motivate the students to be more active in the class.

2. The use of think pair share technique through picture in teaching speaking can significantly improve the students’ speaking skill of the tenth grade students of SMK Muhammadiyah 7 Wonosegoro in the academic year 2017/2018. It shown by the result of the calculation of t-test in the two cycles. T-test of the cycle I is 17,55 and t-test of the cycle II is 17,75. The quantity (N) of this research is 28, based on the quantity of this research the t-table is 2,051. In cycle I, t-test is higher than t-table, that is 17,55 > 2,051. While in the Cycle II, t-test is
higher than t-table, that is $17.78 > 2.051$. In addition, the result shows that t-test of cycle I and cycle II there is improvement, in cycle I 17.55 and the Cycle II 17.78. So, there is significance using think pair share technique through picture in improving students’ speaking skill of the tenth grade of SMK Muhammadiyah 7 Wonosegoro in the academic year 2017/2018.

B. Suggestion

The successful of teaching speaking not only depend on the lesson programs itself but also important to know how are the teachers present the lesson and using various method and technique also media to manage the class more interesting and make the class more enjoyable. Regarding to teaching speaking by think pair share technique through picture, the researcher gives some suggestion for the teacher, students, and upcoming researcher.

1. To the teacher

   a. The teacher should be creative in using teaching media, method or technique for example is using pictures, if the teacher creative the picture can make the students interest, creative and fun and the teaching-learning more effective. The teacher also can apply The Think Pair Share technique to teach speaking in the class.
b. The teacher should be creative in teaching English Language especially in speaking. They should create the class more active and make the students fun.

c. The teacher should facilitate and motivate the students if they are getting difficulties in learning English. The teacher should be provides the students with more chance to speak so that the students get more speaking practice in class.

2. To the students

a. Students should always be active in teaching learning process. When the teacher explains the material, students should pay attention to the explanation.

b. The students should study hard and feel motivated to develop their speaking skill. They should practice speaking either inside or outside of the class without hesitating and being afraid of making mistakes.

3. To the upcoming researcher

It has been known from the result of the study that using Think Pair Share technique through picture can improve the students’ speaking skill. The researcher would like to suggest upcoming researcher, the result of the study can be used as additional reference for further research with the different sample and occasion.
REFERENCES


It was retrieved on 19 February 2010


APPENDICES
Nomor: B.1.3.036/In.21/D1.1/PN.03.00/02/2017
Lamp: -
Hal: Pembimbing dan Asisten Pembimbing Skripsi

Kepada
Yth. Satia Rini, M.Pd
Di Tempat

Assalamualaikum W.W.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S1), Saudara ditugaskan sebagai Dosen Pembimbing Skripsi mahasiswa:

Nama: Rateh Ambarwati
NIM: 113-13-084
Fakultas: Tarbiyah dan Ilmu Keguruan
Jurusan: Tadris Bahasa Inggris
Judul Skripsi: The Use of Think Pair Share (TPS) Technique Through English Newspaper as a Teaching Media to Improve Student’s Reading Comprehension and Student’s Vocabulary Mastery

Apabila dipendam perlu Saudara diminta mengoreksi tema skripsi di atas. Deskripsi untuk diketahui dan dilaksanakan.

Wasalamualaikum W.W.

Salatiga, 27 Februari 2016

Dekan
Wakil Dekan Bidang Akademik

[Signature]

Mufid, S.Ag., M.Pil.
NIP. 19690617 196601 1004
Permohonan Izin Penelitian Skripsi

Kepala
Yth. Kepala SMK Muhammadiyah 7 Wonosobo
di Temat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, mengajukanohon bahwa:

Nama: RATIH AMBARWATI
NIM: 133-13-684
Masa: Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas: Tarbiyah dan Ilmu Keguruan
Jurusan: Tatda Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S1 di IAIN Salatiga, divalidkkan memerlukan salah satu penyaman yang berupa penulisan SKUPSI. Jadi, Skripsi:

THE USE OF THINK PAIR TECHNIQUE THROUGH PICTURE TO IMPROVE STUDENTS SPEAKING SKILL (A CLASSROOM ACTION RESEARCH OF THE TENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 7 WONOSOBO IN THE ACADEMIC YEAR OF 2017/2018)

Dengan Pencintaan: Sedia Rina, M.Pd
Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian yang memerlukan data atau keterangannya bahan yang diperlukan dimulai tanggal 17 Juli 2017 sd mulai.

Kemudian agar pemberian izin Bapak/Ibu akan dapat terima kasih.

Wassalamualaikum w.w.

Salatiga, 14 Juli 2017

Dekan,
Fakultas Tarbiyah dan Ilmu Keguruan

[Signature]

NIP. 19670121199903 102
SURAT KETERANGAN
No.259/IL-AU/F2017

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Kejuruan SMK Muhammadiyah 7 Wonoagung, menentukan:

Nama : Ratna Ambarwati
Tempat/Tanggal Lahir: Jakarta, 15 Februari 1994
NIM : 113-13-084
Alamat : Diklatnas, Munir 63/ Jl. Ew 04, Kec.Suwoarmo, Kab.Surakarta
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswa IAIN Salatiga

Keterangan : Besar-besaran telah melakukan penelitian di SMK Muhammadiyah 7 Wonoagung, Mulai tanggal 24 July 2017 se-16 Agustus 2017 untuk menyusun skripsi dengan Judul "THE USE OF THINK PAIR SHARE (TPS) TECHNIQUE THROUGH PICTURE TO IMPROVE STUDENTS' SPEAKING SKILL: A Classroom Action Research of the Tenth Grade Students of SMK Muhammadiyah 7 Wonoagung in the academic year of 2017/2018"

Demikian Surat Keterangan telah melakukan penelitian ini kami buat dengan sebenarnya agar dapat dipengaruhi dengan sebaikmna masing-masing.

Wonoagung, 28 Agustus 2017

[Signature]

[Signature]

ENY WINARSIH, S. Pd
<table>
<thead>
<tr>
<th>NO.</th>
<th>TANGGAL</th>
<th>ISI KONSULTASI</th>
<th>CATATAN PEMBIMING</th>
<th>PERAIH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16 Maret 2017</td>
<td>Nota Pembimbing</td>
<td>Untuk membuat proposal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1) Jurnal internasional minimal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2) Elemen jurnal &amp; proposal harus relevan</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3) Pembaruan jurnal agar terkini, langsung disubmit</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4) Teri Austin relevant</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>6 April 2017</td>
<td>Pre proposal</td>
<td>Revisi &amp; Diskusi</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>13 April 2017</td>
<td>Pre proposal</td>
<td>M桢 RPP, Metodologi, instrumen</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>18 Mei 2017</td>
<td>Proposal</td>
<td>Revisi &amp; Diskusi</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>8 Juni 2017</td>
<td>Proposal &amp; RPP</td>
<td>Revisi &amp; Diskusi</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>19 Juli 2017</td>
<td>Proposal &amp; RPP</td>
<td>Revisi &amp; Diskusi</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>4 Agustus 2017</td>
<td>ACC Proposal &amp; RPP</td>
<td>ACC, Go for work</td>
<td></td>
</tr>
<tr>
<td>NO.</td>
<td>TANGGAL</td>
<td>ISI KONSULTASI</td>
<td>CATATAN PEMBIMBING</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>---------</td>
<td>----------------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>01-08-17</td>
<td>BAB I</td>
<td>Revisi dan diskusi</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>10-08-17</td>
<td>BAB II</td>
<td>Revisi dan diskusi</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>21-08-17</td>
<td>BAB III</td>
<td>Make sure about the collecting data.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>25-08-17</td>
<td>BAB IV &amp; V</td>
<td>Analisis Data.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>18-08-17</td>
<td>BAB IV &amp; V</td>
<td>Note pembimbing: minta HG, print 5.</td>
<td></td>
</tr>
</tbody>
</table>

**ATUAN**

ETAP KONSULTASI LEMBAR INI HARUS DIBAWA

Dosen Pembimbing

Seha Rini
CURRICULUM VITAE

1. Personal Identity
   Name: Rateh Ambarwati
   Sex: Female
   Place, Date and birth: Jakarta, February 15th 1994
   Address: Dukuharsari, Rt/Rw. 03/04, Muncar, Semarang.
   Religion: Islam
   Nationality: Indonesia
   Email: ratehambarwati084@gmail.com

2. Educational Information
   SDN Muncar 02: 2000-2006
   SMP N 1 Karanggede: 2006-2009
   SMA N 1 Karanggede: 2009-2012
   State Institute of Islamic Studies (IAIN): 2013-2017

Salatiga, August 29th 2017

[Signature]

Rateh Ambarwati
NIM: 11313084
RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CYCLE 1

Satuan Pendidikan : SMK Muhammadiyah 7 Wonosegoro
Mata Pelajaran : Bahasa Inggris
Kelas : X/Semester 1
Topik : Descriptive Text (What Do They Look Like?)
Alokasi Waktu : 3 kali pertemuan (6 x 45 menit)

A. KOMPETENSI INTI

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis, mengevaluasi pengetahuan faktual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, menyaji dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menerapkan metode sesuai kaidah keilmuan.
B. KOMPETENSI DASAR

3.7. Menganalisis fung sisosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.

4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsisosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. INDIKATOR PENCAPAIAN

3.7  Menulis teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

4.8  Mengidentifikasi struktur dan unsur kebahasaan dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

4.9  Menyusun kalimat-kalimat yang masih acak untuk diurutkan menjadi paragraph sederhana

4.10  Mengembangkan kalimat-kalimat yang sudah diurutkan tersebut dengan ide kreatif sehingga menghasilkan teks deskriptif tulis yang bermakna akurat.

D. TUJUAN PEMBELAJARAN

Setelah mengetahui dan memahami tentang teks deskriptif yang telah diajarkan,

1. Siswa mampu mengerjakan soal-soal yang diberikan guru melalui gambar yang telah disediakan tentang deskriptif dengan menggunakan teknik pembelajaran Think Pair Share.

2. Siswa mampu bekerjasama dalam kelompok/pasangan mereka masing-masing.
3. Siswa mampu menjalankan peran pribadinya dalam tiap kelompok.
4. Siswa mampu mengerjakan soal atau tugas yang diberikan guru secara individu dan kelompok

E. MATERI PEMBELAJARAN
   a. Teks descriptive

   The Definition and Purpose of Descriptive Text
   Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

   The Generic Structure of Descriptive Text
   Descriptive text has structure as below:
   ➢ Identification; identifying the phenomenon to be described.
   ➢ Description; describing the phenomenon in parts, qualities, or/and characteristics.

   The Language Feature of Descriptive Text
   ➢ Using attributive for example be (am, is, are), and identifying process.
   ➢ Using adjective and classifiers in nominal group.
   ➢ Using simple present tense, for examples: go, eat, fly, etc.

   The Example and structure of the descriptive text

   Persian cat
<table>
<thead>
<tr>
<th>Identification</th>
<th>If you want to pet an animal, I suggest you to pet a Persian cat. Persian cats are the most beautiful cats, I think. And from all Persian cats, Georgy, is the cutest and the sweetest. Here is the description of my Persian cat, Georgy.</th>
</tr>
</thead>
</table>
| Identification | Georgy is my beautiful Persian cat. Georgy has a large round head, a short nose, big eyes, full cheeks, and small ears with rounded tips. He has short legs and a short tail. He is so fat with a long, thick, shiny golden coat with a fine texture. He is so cute.  
He likes to sit beside me when I watch TV. He likes to enjoy TV commercials, especially cat food commercials. Playing a game on my tablet is another hobby of his. He likes to play Tetris on my gadget. He always pads it with his paws like he wants to win the game. Unfortunately, he never does. He is so sweet, isn't he?  
I love Georgy so much. That is why I always take care of it. The most important thing to understand about caring for a Persian is the need for daily grooming. That long, beautiful coat doesn’t stay clean and tangle-free on its own. It must be gently but thoroughly combed and brushed every day, and regular bathing—at least once a month—is a good idea. |
### Identification

**Borobudur Temple**

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

### Description

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways.

### F. Pendekatan dan Metode Pembelajaran

1. **Pendekatan**: Kontekstual (Contextual Language Teaching)
2. **Metode**: Communicative Approach (Ceramah, Discussion Question and answer, role playing, observation)
3. **Teknik**: Think Pair Share
Penjelasan lebih lanjut tentang Think Pair Share teknik:

a. Definition:

According to (ISLES-S) Instructional Strategy Lessons for Educators Secondary Education, as students enter the modern career world, they will need critical thinking skills as well as the ability to work collaboratively. Think-pair-share is a cooperative learning technique that mirrors the way that adults work in teams towards common goals: each individual contributing ideas and then working cooperatively towards a synthesis of those ideas.

b. Stages of Think Pair Share Technique

Think – Individually
Pair – With partner
Share – To the whole class / collaborators

c. The benefit of Think Pair Share

- When students have appropriate “think time”, the quality of their responses improves.
- Students are actively engaged in thinking.
- Thinking becomes more focused when it is discussed with a partner.
- More critical thinking is retained after a lesson in which students have had an opportunity to discuss and reflect on the topic.
- Many students find it easier or safer to enter into a discussion with another classmate, rather than with a large group.

G. Sumber, Alat dan Bahan Pembelajaran

1. Buku teks yang relevan
   a. Buku 1 Get Along with English for Vocational School Novice level
   b. www.google.com
   c. www.exampleofdescriptivetext.htm

H. Langkah-Langkah Pembelajaran

<table>
<thead>
<tr>
<th>KEGIATAN</th>
<th>KEGIATAN PEMBELAJARAN</th>
<th>ALOKASI WAKTU</th>
</tr>
</thead>
</table>
| KegiatanAwal   | 1. Guru memberisalam (greeting); dan mengajak peserta didik untuk berdoa bersama,  
|                | 2. Guru memeriksa kehadiran peserta didik.  
|                | 4. Brainstorming dengan menanyakan kepada peserta didik berbagai macam pengamatan peserta didik terhadap orang, tempat wisata, dan bangunan bersejarah terkenal,  
|                | 5. Apersepsi guru memperkenalkan materi yang akan dipelajari hari ini. | 20 menit |
| KegiatanInti   | Mengamati             | 40 menit      |
|                | 1. Siswa memahami pengertian teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal,  
|                | 2. Siswa membaca teks deskriptif dan memahami maknanya.  
|                | 3. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk gagasan utama dan informasi rinci), dan unsur kebahasaan dari teks tersebut.  
<p>|                | 4. Melakukan pre-test, yaitu dengan meminta siswa untuk mendeskripsikan sesuatu melalui gambar yang telah disediakan oleh guru. |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Menanya (identifikasi)</strong></td>
<td>1. Guru membimbing siswa mempertanyakan generic structure dan tujuan dari teks deskriptif 2. Peserta didik merespon pertanyaan yang berkaitan dengan test secara lisan berkaitan dengan gambar yang telah disediakan oleh guru.</td>
<td>40 menit</td>
</tr>
<tr>
<td><strong>Mengeksplorasi</strong></td>
<td>1. Dengan bimbingan guru, peserta didik dibagi kedalam beberapa kelompok (masing-masing kelompok terdiri dari 2 orang /berpasangan /pair) untuk mendeskripsikan gambar yang telah disediakan oleh guru menggunakan teknik Think Pair Share. (berpasangan, berfikir, dan menshare apa yang difikirkannya dengan pasangannya) 2. Guru memberikan gambar kepada masing-masing kelompok (yang terdiri dari 2 orang secara berpasangan) untuk dijadikan topic dalam menyusun teks deskriptif dari gambar tersebut dan di diskusikan bersama setelah itu di presentasikan di depan kelas.</td>
<td>50 menit</td>
</tr>
<tr>
<td><strong>Mengasosiasi</strong></td>
<td>1. Peserta didik berfikir tentang gagasan untuk menyusun teks deskriptif sesuai dengan topic berupa gambar yang diberikan (THINK) 2. Peserta didik mendiskusikan gagasannya kedalam kelompok/pasangan (PAIR) 3. Guru mengamati dan merespon siswa selama diskusi berlangsung. 4. Peserta didik menshare hasil gagasannya di depan kelas secara bergantian dengan pasangannya (SHARE)</td>
<td>55 menit</td>
</tr>
</tbody>
</table>
2. Guru menjelaskan kegiatan rencana pembelajaran yang akan datang.  
3. Guru mentutup pembelajaran dengan berdoa. | 15 menit |

2. Guru Mengamati dan menilai presentasi peserta didik dari aspek ketrampilan.  
4. Melakukan post-test, siswa mendeskripsikan gambar yang telah di sediakan oleh guru secara berpasangan dengan teman sebangku menggunakan teknik Think Pair Share (TPS) dan mempresentasikannya di depan kelas. | 50 menit |

| I. Penilaian          | 1. Teknik : Tes Lisan  
2. Bentuk : Oral  
3. Test lisan/performasi siwa |
<table>
<thead>
<tr>
<th>No</th>
<th>Tujuan</th>
<th>Teknik</th>
<th>Bentuk penilaian</th>
<th>Contoh</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mendeskripsikan gambar yang disediakan oleh guru dengan menggunakan</td>
<td>Test lisan</td>
<td>Membuat teks deskripsi secara berpasangan tentang gambar yang telah disediakan</td>
<td>Guru menunjukkan gambar kepada siswa, kemudian siswa berfikir tentang gambar tersebut setelah itu berpasangan kepada teman sebangku saling sharing satu sama lain (diskusi) dan mempresentasikan hasil diskusi di depan kelas, tanpa text</td>
</tr>
</tbody>
</table>

4. Pedoman penilaian :
   Nilai maksimal =100
   a. Fluency :20%
   b. Content :20%
   c. Vocabulary :20%
   d. Grammar :20%
   e. Pronunciation :20%

5. Scores :
   a. Bad :1-5
   b. Fair :6-10
   c. Good :11-15
   d. Excellent :16-20
J. Contoh soal:

1. Describe the picture below (Think firstly about your picture individually, then make a pair with your friend to discuss and share each other with your friend about the picture and the last share your description in front of the class with your partner in pair)! Each pair get a different picture.
<table>
<thead>
<tr>
<th>No</th>
<th>Nama Siswa</th>
<th>Keterangan</th>
<th>Isi Tugas 1</th>
<th>Isi Tugas 2</th>
<th>Isi Tugas 3</th>
<th>Skor</th>
</tr>
</thead>
</table>

| \[\textit{Guna Anda Perajurit,} \] |
| \[\textit{Adnya Syarifah S. Pd.} \] |
| \[\textit{NIP:} \] |

Mengetahui,

\[\textit{Penerima} \]

\[\textit{Ratih Ambarwati} \]

NIM: 11313-084

Kepala Sekolah

\[\textit{SMK Manunggal 7 Wonoegoro,} \]

\[\textit{NIP:} \]
RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CYCLE II

Satuan Pendidikan : SMK Muhammadiyah 7 Wonosegoro
Mata Pelajaran : Bahasa Inggris
Kelas : X/Semester 1
Topik : Descriptive Text (What Do They Look Like?)
Alokasi Waktu : 3 kali pertemuan (6 x 45 menit)

A. KOMPETENSI INTI

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis, mengevaluasi pengetahuan faktual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahurnya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, menyaji dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu mrenggunakan metode sesuai kaidah keilmuan.
B. KOMPETENSI DASAR

3.7. Menganalisis fung sisosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.

4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsisosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. INDIKATOR PENCAPAIAN

3.8. Menulis teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

4.8. Mengidentifikasi struktur dan unsur kebahasaan dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

4.9. Menyusun kalimat-kalimat yang masih acak untuk diurutkan menjadi paragraph sederhana.

4.10. Mengembangkan kalimat-kalimat yang sudah diurutkan tersebut dengan ide kreatif sehingga menghasilkan teks deskriptif tulis yang bermakna akurat.

D. TUJUAN PEMBELAJARAN

Setelah mengetahui dan memahami tentang teks deskriptif yang telah diajarkan,

1. Siswa mampu mengerjakan soal-soal yang diberikan guru melalui gambar yang telah disediakan tentang deskriptif dengan menggunakan teknik pembelajaran Think Pair Share.

2. Siswa mampu bekerjasama dalam kelompok/pasangan mereka masing-masing.

3. Siswa mampu menjalankan peran pribadinya dalam tiap kelompok.
4. Siswa mampu mengerjakan soal atau tugas yang diberikan guru secara individu dan kelompok

E. MATERI PEMBELAJARAN

a. Teks descriptive

The Definition and Purpose of Descriptive Text
Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

The Generic Structure of Descriptive Text
Descriptive text has structure as below:
- Identification; identifying the phenomenon to be described.
- Description; describing the phenomenon in parts, qualities, or characteristics.

The Language Feature of Descriptive Text
- Using attributive for examplebe (am, is, are), and identifying process.
- Using adjective and classifiers in nominal group.
- Using simple present tense, for examples: go, eat, fly, etc.

The Example and structure of the descriptive text

Panda
Identification

<table>
<thead>
<tr>
<th>Have you ever watch the cartoon movie &quot;Kung Fu Panda&quot;? The panda in the movie is described as a fat animal, love-noodle eater, and Kung Fu master. But the Panda that will be described below is not the Panda who can do Kung Fu like in that movie. Here is the description about Panda.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pandas are bear-like animal which originally live in center and western part of China. Pandas have distinguish features that make them different other species of bear. Pandas have white thick fur which covers all of their body with black eyes patches, ears, nose, legs, shoulders, and arms. Those black marks make Pandas unique and different. Like other species of bear, pandas have a big head, a short tail, rounded ears, and a long muzzle with a big nose. However, pandas’ diet is totally different with other species of bear; in which they prefer bamboos than others. 90% of pandas’ diet consists of bamboos. That is why pandas have adapted their body to help them in eating bamboos. Pandas have a big jaw with tough muscles and strong molars to crush bamboos so they can extract the nutrients they need.</td>
</tr>
</tbody>
</table>

Ir. Joko Widodo
**Identification**  
IR. h. Joko Widodo or the more familiar greeted Jokowi (born in Surakarta, Central Java, 21 June 1961; age 54 years) was the 7th President of Indonesia who took office on October 20, 2014. He was elected along with Vice President Jusuf Kalla in the 2014 presidential election. Jokowi served as the Governor of DKI Jakarta since 15 October 2012 up to 16 October 2014 accompanied Basuki Tjahaja full moon as Deputy Governor.

**Description**  

---

### F. Pendekatan dan Metode Pembelajaran

1. **Pendekatan**: Kontekstual (Contextual Language Teaching)
2. **Metode**: Communicative Approach (Ceramah, Discussion Question and answer, role playing, observation)
3. **Teknik**: Think Pair Share

Penjelasan lebih lanjut tentang Think Pair Share teknik:

a. **Definition**:
   
   According to (ISLES-S) Instructional Strategy Lessons for Educators Secondary Education, as students enter the modern career world, they will need critical thinking skills as well as the ability to work collaboratively. Think-pair-share is a cooperative learning technique that mirrors the way that adults work in teams towards common goals: each individual contributing ideas and then working cooperatively towards a synthesis of those ideas.

b. **Stages of Think Pair Share Technique**

   Think– Individually
   
   Pair– With partner
c. The benefit of Think Pair Share

- When students have appropriate “think time”, the quality of their responses improves.
- Students are actively engaged in thinking.
- Thinking becomes more focused when it is discussed with a partner.
- More critical thinking is retained after a lesson in which students have had an opportunity to discuss and reflect on the topic.
- Many students find it easier or safer to enter into a discussion with another classmate, rather than with a large group.

G. Sumber, Alat dan Bahan Pembelajaran

1. Buku teks yang relevan
   a. Buku 1 Get Along with English for Vocational School Novice level
   b. www.google.com
   c. www.exampleofdescriptivetext.htm
   d. www.google_picture.htm


H. Langkah-Langkah Pembelajaran

PERTEMUAN 1, 2 dan 3

<table>
<thead>
<tr>
<th>KEGIATAN</th>
<th>KEGIATAN PEMBELAJARAN</th>
<th>ALOKASI WAKTU</th>
</tr>
</thead>
</table>
| Kegiatan Awal | 1. Guru memberisalam (greeting); dan mengajak peserta didik untuk berdoa bersama,  
2. Guru memeriksa kehadiran peserta didik.  
4. Brainstorming dengan menanyakan kepada peserta didik berbagai macam pengamatan. | 20 menit |
<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
<th>peserta didik terhadap orang, tempat wisata, dan bangunan bersejarah terkenal, 5. Apersepsi guru memperkenalkan materi yang akan dipelajari hari ini.</th>
</tr>
</thead>
</table>
| **Mengamati** | **40 menit**  
1. Siswa memahami pengertian teks deskriptif tentang orang, tempat wisata, dan bangunan bersejarah terkenal,  
2. Siswa membaca teks deskriptif dan memahami maknanya.  
3. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk gagasan utama dan informasi rinci), dan unsur kebahasaan dari teks tersebut.  
4. Melakukan pre-test, yaitu dengan meminta siswa untuk mendeskripsikan sesuatu melalui gambar yang telah disediakan oleh guru. |
| **Menanya (identifikasi)** | **40 menit**  
1. Guru membimbing siswa mempertanyaakan generic structure dan tujuan dari teks deskriptif  
2. Peserta didik merespon pertanyaan yang berkaitan dengan test secara lisan berkaitan dengan gambar yang telah disediakan oleh guru. |
| **Mengeksplorasi** | **50 menit**  
1. Dengan bimbingan guru, peserta didik dibagi kedalam beberapa kelompok (masing-masing kelompok terdiri dari 2 orang /berpasangan /pair) untuk mendeskripsikan gambar yang telah disediakan oleh guru menggunakan teknik Think Pair Share. (berpasangan, berfikir, dan menshare apa yang difikirkannya dengan pasangannya) |
2. Guru memberikan gambar kepada masing-masing kelompok (yang terdiri dari 2 orang secara berpasangan) untuk dijadikan topic dalam menyusun teks deskriptif dari gambar tersebut dan di diskusikan bersama setelah itu di presentasikan di depan kelas.

**Mengasosiasi**

1. Peserta didik berfikir tentang gagasan untuk menyusun teks deskriptif sesuai dengan topic berupa gambar yang diberikan (THINK)
2. Peserta didik mendiskusikan gagasannya kedalam kelompok/pasangan (PAIR)
4. Peserta didik menshare hasil gagasannya di depan kelas secara bergantian dengan pasangannya (SHARE)

**Mengkomunikasikan**

2. Guru Mengamati dan nilai presentasi peserta didik dari aspek ketramampilan.
4. Melakukan post-test, siswa mendeskripsikan gambar yang telah di sediakan oleh guru secara berpasangan dengan teman sebangku menggunakan teknik Think Pair Share (TPS)

<table>
<thead>
<tr>
<th></th>
<th>55 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>
### Kegiatan Akhir

2. Guru menjelaskan kegiatan rencana pembelajaran yang akan datang.

### Penilaian

<table>
<thead>
<tr>
<th>No</th>
<th>Tujuan</th>
<th>Teknik</th>
<th>Bentuk penilaian</th>
<th>Contoh</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mendeskripsikan gambar yang disediakan oleh guru dengan menggunakan Teknik Think Pair Share.</td>
<td>Test</td>
<td>Membuat teks deskripsi secara berpasangan tentang gambar yang telah disediakan</td>
<td>Guru menunjukkan gambar kepada siswa, kemudian siswa berfikir tentang gambar tersebut setelah itu berpasangan kepada teman sebangku saling sharing satu sama lain (diskusi) dan mempresentasikan hasil diskusi di depan kelas, tanpa text</td>
</tr>
</tbody>
</table>

4. Pedoman penilaian

   Nilai maksimal =100
   a. Fluency :20%
   b. Content :20%
   c. Vocabulary :20%
c. Grammar : 20%
d. Pronunciation : 20%

5. Scores :
a. Bad : 1-5
b. Fair : 6-10
c. Good : 11-15
d. Excellent : 16-20

**Contoh soal:**

1. Describe the picture below (Think firstly about your picture individually, then make a pair with your friend to discuss and share each other with your friend about the picture and the last share your description in front of the class with your partner in pair) ! Each pair get a different picture.
| No | Nama Siswa | Kerja 
sendiri | Kerja 
Bekerja sama | Kedalaman Bekerja sistematis | Kedalaman 
Analitis | Komitmen 
Jawab | Komitmen 
Tugas | Komitmen | Mitra | Score |
|----|------------|-------------|----------------|-----------------|-----------|--------|-------|--------|------|-------|

Guru Mata Pelajaran,

Anissa Syarifina S. Pd.
NIP: ________________________

Mengetahui,

Pepeliti,

Ratih Ambarwati
NIM: 113-13-084

Kepala Sekolah

SMK Muhammadiyah 7 Wonosegoro,

Supriyadi S. Pd
NIP: ________________________
1. Soal Pre-test Cycle 1

Guru menunjukkan gambar kepada siswa, siswa diminta untuk mendiskripsikan gambar tersebut berpasangan dengan temannya dan mempresentasikan hasil diskusinya di depan kelas.

2. Soal Post-test Cycle 1

Guru memberikan bebrapa gambar yang telah disediakan kepada setiap pasangan, setiap pasangan mendapatkan gambar yang berbeda dengan pasangan lain. Guru memberikan waktu beberapa menit kepada siswa untuk berfikir (think), berpasangan (pair), share(mengeshare/mempresentasikan hasil diskusi tentang gambar tersebut dengan pasangannya) di depan kelas.
SOAL CYCLE 2

1. Soal Pre-test Cycle 2

   Guru menunjukkan gambar kepada siswa, siswa diminta untuk mendiskripsikan gambar tersebut berpasangan dengan temannya dan mempresentasikan hasil diskusinya di depan kelas.

2. Soal Post-test Cycle 2

   Guru memberikan bebrapa gambar yang telah disediakan kepada setiap pasangan, setiap pasangan mendapatkan gambar yang berbeda dengan pasangan lain. Guru memberikan waktu beberapa menit kepada siswa untuk berfikir (think), berpasangan (pair), share (mengeshare/mempresentasikan hasil diskusi tentang gambar tersebut dengan pasangannya) di depan kelas.
<table>
<thead>
<tr>
<th>Name</th>
<th>Score</th>
<th>20-16</th>
<th>15-11</th>
<th>10-6</th>
<th>5-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td></td>
<td>Able to keep a flow of language with an occasional hesitation</td>
<td>Some hesitation and short pauses</td>
<td>Speech disconnected not easy to follow</td>
<td>Not connected speech</td>
</tr>
<tr>
<td>Content</td>
<td></td>
<td>Use all the sentence patterns</td>
<td>Use most of the sentence patterns</td>
<td>Use a few of the sentence patterns</td>
<td>Use limited sentence patterns</td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
<td>Effective use a vocabulary</td>
<td>Use basic and learned vocabulary</td>
<td>Limited vocabulary</td>
<td>Incomprehensible because of insufficient vocabulary</td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td>Effective use of structure with few or no mistakes</td>
<td>Meaning is conveyed, some mistake</td>
<td>Many mistakes with basic structure</td>
<td>Lack of use of structures</td>
</tr>
<tr>
<td>Pronunciation</td>
<td></td>
<td>Pronunciation and intonation are almost always very clear or accurate</td>
<td>Pronunciation and intonation are usually clear or accurate with few problem areas</td>
<td>Pronunciation and intonation errors, sometimes it make difficult to understand by the student</td>
<td>Frequent problems with pronunciation and intonation</td>
</tr>
</tbody>
</table>

Note

Guru Mata Pelajaran

Annisa Syarafina

Peneliti

Rateh Ambarwati

NIM : 113-13-084
Pre test

Student discuss using Think Pair Share technique through the picture with her/his pair
Post test

Students present their result of discussion (their description about the picture in front of the class with their pair)
General situation of SMK Muhammadiyah 7 Wonosegoro