



**THE USE OF THINK-PAIR-SHARE STRATEGY
TO IMPROVE STUDENTS' SPEAKING ABILITY**

(an Experimental Study at the Tenth Grade Students of SMA N 1 Karangkobar in
the Academic Year of 2010/2011)

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submitted in partial fulfillment of the requirements
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in English

by

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“THE USE OF THINK-PAIR-SHARE STRATEGY TO IMPROVE STUDENTS’ SPEAKING ABILITY (An Experimental Study at the Tenth Grade Students of SMA N 1 Karangkobar in the Academic Year of 2010/2011)”

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan atau ujian. Semua kutipan baik yang langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas akhir atau final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya isi ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian ditemukan ketidakbenaran, saya bersedia menerima akibatnya.

Demikian, pernyataan ini dibuat dengan sebenarnya.

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Yang membuat pernyataan,

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“There are only two ways to live your life. One is as though nothing is a miracle. The other is as though everything is a miracle”

(Albert Einstein)



To:

My parents

My brother

My sisters

My best friends

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ABSTRACT

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Keywords: Speaking, Cooperative Learning, Think-Pair-Share.

This final project is based on the purpose which is to find out how effective is the use of think-pair-share strategy to improve students' speaking ability is. It belongs to the experimental research. The independent variable of this research is the use of think-pair-share strategy and the dependent variable is the students' achievement of speaking skill. These skills are accent, grammar, vocabulary, fluency, and comprehension. The research used the tenth grade students of SMA N 1 Karangkobar in the academic year 2010/2011 as the population, and two classes as the experimental and control groups which consisted of 33 students as the samples. There were some steps in doing the research. First, 34 students were given the try-out to find its validity. Second, both the experimental and control groups were given the pre-test. After that, some treatments were also given to the students. There were two meetings for the experimental group using think-pair-share strategy and two meetings for the control group using conventional method. In each treatment for the experimental group, the students were asked to describe something related to the question posed by the teacher. Meanwhile for the control group, they were given a short conversation related to the descriptive text. The last step, the students were asked to do the post-test. It was to find out the effectiveness of the treatments. Then, the scores of the students in the pre- and post-test were analyzed. The difference of the pre-test score's average of the experimental and control groups was 1.21 while the difference average score of the post-test was 3.85. In addition, the difference between the pre-test and the post-test of experimental group is 18.09. It is higher than the control group which has average score of 15.45. It can be concluded that think-pair-share strategy is effective to improve the students' speaking ability.

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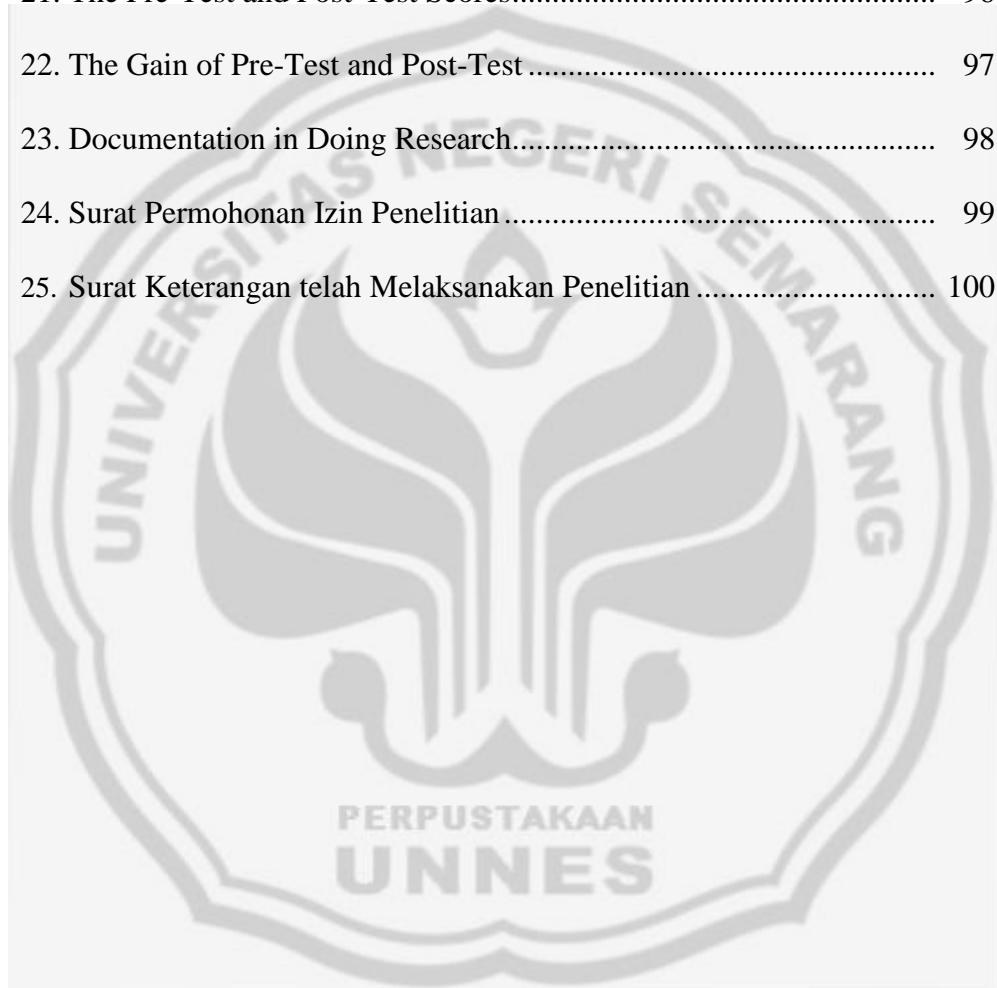
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CHAPTER I

INTRODUCTION

This chapter deals with general background of the study, reasons for choosing the topic, statement of the problem, objective of the study, statement of the hypothesis, significance of the study, definition and key terms and organization of the report.

1.1 General Background of the Study

In Indonesia, English is taught as a compulsory subject for Senior High School, Junior High School, and even in Elementary School. In each level of school, there are four skills that should be mastered in learning English, they are; listening, speaking, reading, and writing.

Based on the KTSP (*Kurikulum Tingkat Satuan Pendidikan*) in the year of 2006, the students in the tenth grade of Senior High School level have to be able to tell the meaning of essays in the form of *narrative, descriptive, and news item* to the others orally in the context of daily conversation. It means that it is important for students to have a lot of speaking practices so that they are able to speak fluently.

As a matter of fact, most students get difficulties in speaking English as their foreign language. Actually, the problem which occurs frequency in speaking is the unwillingness of students to speak during speaking class. As in the school

that I have observed, SMA N 1 Karangkobar, most students are less active in speaking class. According to the data from the examination in the last semester, their speaking ability score is under average. Commonly, the basic problems are about vocabularies and pronunciation. That is why they are often inhibited about trying to say things in a foreign language in the classroom. They are worried about making mistakes, fearful of criticism or losing face in front of the class. Based on this condition, it is better if the teacher trains them indirectly or uses indirect way in order to make a good atmosphere in learning English especially speaking, for example by using pair work.

In order to solve the speaking activity problems, there are several solutions such as: role play, picture cued elicitation, and so on. Actually, the teacher had tried those learning strategies in teaching speaking but there are no significant differences of the students result in the end of the exam. In this study, I use Think-Pair-Share as one of cooperative learning strategies to be applied in speaking class.

The topic is “The Use of Think-Pair-Share Strategy to Improve Students’ Speaking Ability”. I choose think-pair-share strategy in which the students are asked to think by themselves silently first in order to answer the question and then they are divided into pairs called consensus building to have students collaborate in completing an assigned task. Finally, they have presentation activity in which they have to share their ideas to the rest of the class. This study is expected will be a more significant way to improve students’ speaking ability.

1.2 Reasons for Choosing the Topic

I choose the topic “The Use of Think-Pair-Share Strategy to Improve Students’ Speaking Ability” for the following reasons:

- (1) Speaking is one of the four skills which has to be mastered by Senior High School students in order to communicate effectively, especially in the classroom so that they can understand what their teacher says easily. As a matter of fact, they often get difficulties in learning speaking.
- (2) The students of SMA N 1 Karangkobar are difficult to speak in front of the class by themselves directly. It is proved by the data from the examination in the last semester.
- (3) In order to solve this main problem, small group discussion will be a more significant way to be applied in teaching speaking for the tenth grade students of SMA N 1 Karangkobar in the academic year of 2010/2011.
- (4) Think-Pair-Share strategy has not been used by English teachers of SMA N I Karangkobar yet.

According to the statements above, a conclusion can be drawn here is that those all are the reasons why this topic is chosen. It is expected that this study will be very useful for those who are related to this study.

1.3 Statement of the Problem

Through this study, I would like to present the following problem that will be discussed in this research: Would the use of think-pair-share strategy during teaching and learning process improve the students' speaking ability?

1.4 Objective of the Study

The objective of the study can be stated as follows: to identify the effectiveness of using think-pair-share as a technique in improving students' speaking ability.

1.5 Statement of the Hypothesis

In conducting the experiment of think-pair-share strategy, a working hypothesis is proposed: "Think-pair-share strategy will be a more significant way to help students improve their speaking ability measured by score".

Besides, the null hypothesis is also proposed since the hypothesis will be statistically analyzed based on the result of the experiment: "There will be no significant difference in speaking class using think-pair-share strategy and using the conventional method".

1.6 Significance of the Study

(1) For teachers

This study is expected can be one of the references for teachers in doing various ways in teaching learning process especially in speaking class.

(2) For students

In other side, think-pair-share strategy is expected to help students enjoy their English speaking class in order to improve their speaking ability. This strategy will increase student's collaboration in completing assigned task.

(3) For readers

The study of this research will be a good reference for readers who concern about cooperative learning strategy.

(4) For researcher

The study is expected to be one of the guidances for me to build an effective teaching learning process, especially for speaking class.

1.7 Definition and Key Terms

1.7.1 Speaking Skill for Senior High School

Harmer (2001: 87) defines “speaking activity as an activity or a task which asks students to have speaking ability to communicate, express thoughts, ideas or feelings orally.”

1.7.2 Cooperative Learning

Kagan (1994) states that “cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.”

1.7.3 Think-Pair-Share

According to Kagan (1994) Think-Pair-Share (TPS) is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading.

1.8 Organization of the Report

This final project consists of five chapters: the first chapter presents general background of the study, reasons for choosing the topic, statement of the problem, objective of the study, statement of hypothesis, significance of the study, definition and key terms, and organization of the report. The second chapter deals with the theoretical foundation of the study obtained from reviewing related literature which discusses about speaking skill, cooperative learning, think-pair-share, and experimental method. The third chapter describes method of investigation, which consists of research design, the experimental design, and variable and data collection. The fourth chapter deals with the analysis and the discussions of the research findings. Then the last chapter presents the conclusion of the research and suggestions based on the results of the research findings.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter deals with previous study, speaking skill, cooperative learning, think-pair-share and experimental method.

2.1 Previous Study

In this sub-chapter, I am going to discuss the previous study from other studies which have similarities with my study.

Before conducting an experimental research with the topic ‘think-pair-share’, I have found some studies using this strategy in any subjects, such as physics, mathematics, geography and chemist. In Setyowati’s study entitled *Pengaruh Penerapan Strategi Think Pair Share dalam Pembelajaran Problem Posing (PP-TPS) terhadap Prestasi Belajar, Kemampuan Problem Posing, dan Motivasi Belajar Siswa Kelas XI IPA SMAN 1 Probolinggo pada Materi Pokok Kelarutan dan Hasil Kali Kelarutan*, she (2008) states that the students’ achievement of the experimental group increased (84,41%) after conducting think-pair-share strategy in teaching learning process. It is different with the control group (61,30%) which has not been given treatment by using think-pair-share strategy.

Another study is *Penerapan Model Pembelajaran Cooperative Learning Tipe Think-Pair-Share (TPS) untuk Meningkatkan Hasil Belajar Siswa*

Kelas VIII SMP N 14 Tegal dalam Pokok Bahasan Sistem Persamaan Linear Dua Variabel conducted by Hernawati. She states that through Cooperative Learning in the type of Think-Pair-Share (TPS), the students' achievement of the Eighth Grade of SMP N 14 Tegal in Linear Equality System Two Variable increased (2007 : 45).

Rini (2011) conducted a study on *The Effectiveness of Using Cooperative Learning Think-Pair-Share (TPS) Method as a Means of Teaching Reading Comprehension to the Eleventh Grade Students of SMA 5 Semarang in the Academic Year 2010/2011*. The aim of the study is to find out whether teaching reading by using think-pair-share is effective or not for Senior High School students. The result shows that the students' achievement of experimental group is better than the control group in which the experimental group was given treatment by using think-pair-share in teaching reading.

Based on the result of the previous study above, I decided to use think-pair-share strategy in teaching speaking for the tenth grade students of Senior High School students in order to improve their speaking ability.

2.2 General Concept of Speaking Skill

Studying English without practicing is useless. As a part of communication, speaking is regarded more representing what the speaker wants to say. Through speaking, they can express their minds, ideas and thought freely and spontaneously. To most people, mastering the art of speaking is the single most

important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

“Speaking is one of language arts that is most frequently used by people all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of abilities which often develops at different rates. Generally, there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency” (Syakur, 1987:3).

While speaking is a productive skill that can be directly and empirically observed, so there are some types of speaking assessment can be used in assessing speaking skill.

2.2.1 Types of Speaking Assessment

Brown (2003:141-142) identifies five categories of speaking assessment types, first is imitative speaking. It is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion of performance.

The second is intensive speaking. 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.

Responsive speaking includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

And then is interactive speaking. The difference between responsive and interactive speaking is in the length and complexity of the interaction. Interaction can take the two forms of transactional language.

And the last is extensive (monologue) speaking. Extensive oral production tasks include speeches, oral presentations, and the story telling, during which the opportunity for oral interaction from listeners is either highly limited.

I choose interactive speaking assessment in this study in order to build good communication of the students so that they are able to interact with others in national and international competition.

2.2.2 How to Develop Speaking Skill

The purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say.

To create classroom speaking activities that will develop communicative competence, the teacher needs to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice

language use more freely (The National Capital Language Resource Center, 2004).

Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activities are role plays, discussions, and pair work.

In this study, pair work will be the most effective way to improve student's speaking ability because they have a partner to complete the task and present it in front of the class.

2.2.2.1 Speaking for Senior High School Students in the Tenth Grade

In this study, I focus on the tenth grade students of Senior High School, especially in the second semester. The Standard Competence and Basic Competence based on the KTSP (*School Based Curriculum*) of Senior High School students are mentioned as follows:

Standard Competence:

Speaking

10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari

Basic Competence :

10.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative*, *descriptive*, dan *news item*.

2.3 General Concept of Cooperative Learning

According to Richards and Rodgers (2001: 192) “in cooperative learning, each student is responsible not only for improving his or her own understanding of the given material but also for helping other students or group members achieve it. The process of cooperative learning can encourage the students to optimize and add their knowledge; thus, they are expected to solve the given problem better than when they do it alone.”

The general idea behind cooperative learning is that by working in small heterogeneous groups (of four or five students’ total) and by helping one another master the various aspects of a particular task; students will be more motivated to learn, will learn more than if they have to work independently, and will forget stronger interpersonal relationships than they would by working alone.

Although the basic principles of cooperative learning do not change, there are several variations of the model. The leading developers of cooperative learning include Robert Slavin, Roger and David Johnson, and Spencer Kagan, all

of whom have slightly different approaches and emphases (Metzke & Berghoff:1999).

“The effects of cooperative learning are positive for increased academic achievement. Result indicates that cooperative learning experiences promote higher achievement and greater retention than do individualistic learning experience for all students” (Stevens and Slavin, 1995a).

From the statement above shows that by conducting cooperative learning in the class activities improves students' achievement especially speaking ability in this study. Finally, I choose cooperative learning in this study because it makes students work together with their partner in completing the task. Small group discussion and pair work are the main point of the study.

2.3.1 Components of Cooperative Learning

There are 4 basic principles of Cooperative Learning (Kagan, 1994). First is positive interdependence. Positive interdependence places students on the same side, so a gain for one is associated with a gain for another and students cannot succeed alone. Further, no help was necessary. Next, individual accountability - occurs when all students in a group are held accountable for doing a share of the work and for mastery of the material to be learned. Third, equal participation - occurs when each member of the group is afforded equal shares of responsibility and input. And the last, simultaneous interaction - occurs when class time is designed to allow many student interactions during the period.

2.3.2 Types of Cooperative Learning Techniques

There are some types of cooperative learning activities (Kagan: 1994), such as:

- (1) **Jigsaw** - Groups with five students are set up. Each group member is assigned some unique materials to learn and then to teach to his group members.
- (2) **Think-Pair-Share** - Involves a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.
- (3) **Three-Step Interview** (Kagan) - Each member of a team chooses another member to be a partner.
- (4) **Round Robin Brainstorming** (Kagan)- Class is divided into small groups (4 to 6) with one person appointed as the recorder.
- (5) **Three-Minute Review** - Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.
- (6) **Team Pair Solo** (Kagan) - Students do problems first as a team, then with a partner, and finally on their own.

Based on the types of cooperative learning activities above, I use Think-Pair-Share strategy to make students enjoy their speaking class because they have partner to share their idea first before they have to speak in front of the class.

2.3.3 Think-Pair-Share

Lyman (1981) defines “think-pair-share as a cooperative learning strategy that can promote and support higher level thinking. It is a low-risk strategy to get many students actively involved in classes of any size and it can be modified to fit any class size and any situation. Students do not have to move from their current seats and discussion can be guided.”

Think-Pair-Share can be applied at any given moment in the classroom. For example, when approaching a solution, solving a math problem, before a science experiment, or after reading a passage or chapter of a book you may ask students to take a moment to think about a particular question or issue and then turn to their neighbor and share their thoughts. Sharing can also be done in small groups. Some times you will want to have pairs or groups summarize their ideas for the whole class.

The procedure is simple: after asking a question, tell students to think silently about their answers. Write-pair-share, a variation of think-pair-share, gives students a chance to write down their answer before discussing it with their neighbor. You may wish to collect written responses from each student or each pair before or after discussing the answer (Lyman, 1981). And then ask them to pair up with a partner to compare or discuss their responses. Finally, call randomly on a few students to summarize their discussion or give their answer. The random calls are important to ensure that students are individually accountable for participating.

The think-pair-share structure gives all students the opportunity to discuss their ideas. This is important because students start to construct their knowledge in these discussions and also to find out what they do and do not know. It is a learning strategy developed by Frank Lyman (1981) and associates to encourage student classroom participation. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response, Think-Pair-Share encourages a high degree of pupil response and can help to keep students on task.

Based on Lyman (1981), there are three main stages in doing think-pair-share strategy in the classroom activities. These three stages do not take much preparation time and it is possible for the teacher to ask different kinds and levels of questions. In conducting experimental research, I prepare note card for the students to write their draft first before they have to speak in front of the class.

2.3.3.1 *Think*

Students think independently about the question that has been posed, forming idea of their own. The "think" step may require students merely to be quiet for a few moments and ponder their thoughts about the question. They may write some thoughts in response to the question provided in a piece of paper. I applied this activity in the study. The purpose is to make students less nervous in having presentation later because they have their draft in their own.

2.3.3.2 *Pair*

Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others. It is stated that by working in pairs, students can learn from one another a lot. In a class there are always weak and strong students. Arranging the class into groups the teacher should remember that there can be a mixture of different ability levels in one group. In addition, pair work and group work also develop students' fluency. They can use the language freely and express their opinions and thoughts with their friends without any restrictions. It is not difficult to get the impression that fluency can be improved only during constant speaking practice in the atmosphere of independence and in the state of relaxation. Therefore, it is the best way to make students collaborating and having conversation indirectly in completing the task.

2.3.3.3 *Share*

Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In the "share" step of the strategy, students can share their ideas in several ways. One way is to have all students stand, and after each student responds, he or she sits down, as does any student with a similar response. This continues until everyone is seated. Another way is to move quickly through the class, having students respond quickly, one after the other, or to have a class vote.

2.4 Think-Pair-Share in Improving Speaking Ability

There are some problems with speaking activities. Those problems are stated in <http://myenglishguru.com/teaching-speaking.html> as follows:

First is inhibition. Learners are often inhibited about trying to say things in a foreign language in the class room. They are worried about making mistakes, fearful of criticism or losing face. Second is nothing to say. Even if they are not inhibited, we often hear learners complain that they cannot think of anything to say. Next is low or uneven participation. Only one participant talks at a time or he or she dominates the group while others speak very little or not at all. In a large group each member gets very little talking time. And the last is mother-tongue use. In classes where all or a number of the learners share the same mother tongue, they are likely to use it. It is easier and it feels unnatural to speak to one another in a foreign language.

In order to solve the problems of students in speaking, think-pair-share as one of cooperative learning strategies based on Kagan's theory can be applied. Whenever students face several problems stated above, they may solve them with their group members.

In teaching speaking, Nunan (2003) suggests "the teacher to provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge." By applying Think-Pair-Share strategy, the students have a lot of opportunities to speak up in the class. So, it can be an effective way in increasing students' speaking ability.

In the first step, students think independently about the question which has been posed and form their own idea about the topic. After that they share their ideas with their partner in the form of small discussion. In this step, the students have a lot of opportunities to speak up in completing the task. Finally, students' pairs sharing their idea to the rest of the class or having such a presentation in front of the class.

In think-pair-share strategy, the students who, at first, cannot solve a problem individually can be helped by others. They progress from solving the problems in individually to finally they do it in pairs. When they do it individually, they are expected to be able to solve the problem more easily because they have got some additional knowledge to solve the problem. By doing think-pair-share, it is expected that the students may improve their speaking ability.

2.5 Experimental Method

Gay (1987:298) states “the experimental method is the only method of research that can truly test hypotheses concerning cause-and-effect relationship. It represents the most valid approach to the solution of educational problems, both practical and theoretical, and to the advancement of education as a science”. There are some different types of experimental design, such as true experimental design, pre-experimental design, and quasi-experimental design.

2.5.1 True-Experimental Design

“It provides completely adequate controls for all sources of internal validity. They represent no compromise between experimental design requirements and the nature and reality of the situation in which a study is being undertaken” (Stanley, 1963). The true experimental designs consist of post-test only control group design, pretest-posttest control group design, Solomon four group design and assignment with matching.

2.5.2 Pre-Experimental Design (Non-Design)

It is called non-design because pre-experimental designs are the component pieces or elements of experimental designs. It consists of one-shot case study, one-group pretest-posttest design, and intact-group comparison.

2.5.3 Quasi-Experimental Design

It is partly true experimental designs, they control some but not all of the sources of internal validity. There are time-series design, equivalent time-samples design, nonequivalent control group design and separate-sample pretest-posttest design.

From those experimental designs, I choose true experimental design in the form of pretest-posttest control group design because it is the most appropriate design applied in teaching speaking for Senior High School students in the tenth grade.

CHAPTER III

METHODS OF INVESTIGATION

In this chapter, it covers research design, population and sample, variables, instrument for collecting data, procedure of collecting data, and procedure of analyzing data.

3.1 Research Design

In this study, I collected data by conducting an experiment. An experimental research describes what will happen with particular variables when there are certain treatments given to the students so that this study uses an experimental study as one form of quantitative research to investigate the possible relationship between the use of Think-Pair-Share strategy and the students' achievement in speaking skill.

By using experimental research in this study, I intended to determine what and how the research will be conducted and then analyze the case and effect of this research. Experimental research is used to find the answers for this study, whether it is true that the implementation of Think-Pair-Share strategy in teaching speaking to the tenth grade students of Senior High School improves the students' speaking ability.

The experiment of the study involved two groups, an experimental group and a control group. This study used Pre-test – Post-test Control Group

Design. Tuckman (1978) in Saleh (2005:132) states that in this design “the subject groups are not only pre-test but also post-test. In this design, one group, the experimental group (X), receives a treatment while the second group, the control group (Y), does not. Both groups are given a pre-test and post-test – the use of a pre-test being the only differences between this design and the previous one.”

The research will be conducted as follows:

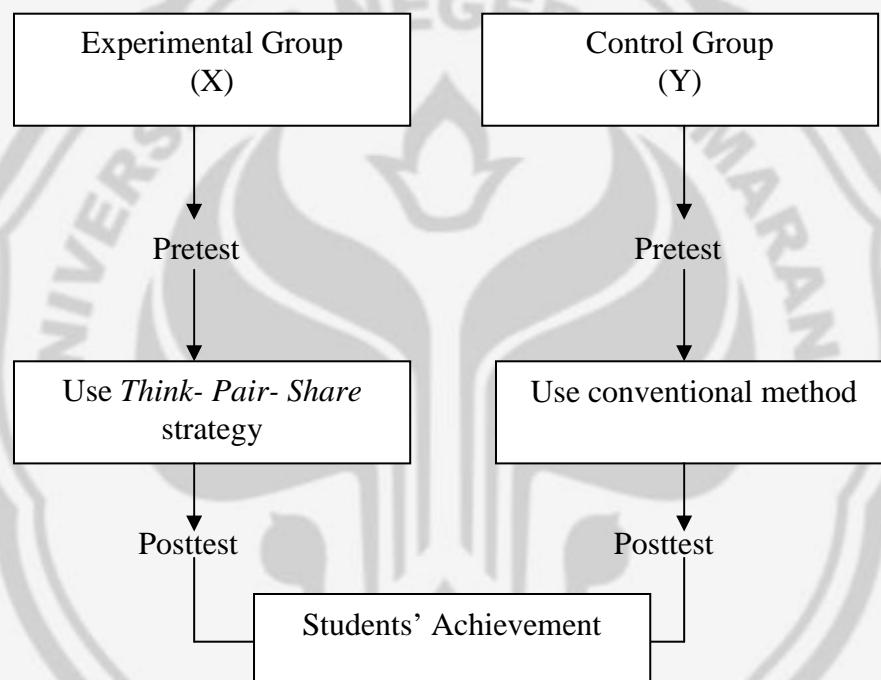


Figure 3.1 The Research Design

By the utilization of a control group, which has all the same experiences as the experimental group other than the experience of the treatment itself, this design controls for history, maturation, and regression. By randomizing students across experimental and control conditions, both selection and mortality are controlled. This design, therefore, controls many threats to validity or sources of bias.

The method of research is used to answer the objective of the research mentioned in chapter I that is to identify the effectiveness of using think-pair-share as a technique in improving students' speaking ability. To do this kind of research, quantitative method was used.

According to Best (1981: 154) quantitative has been defined as "a numerical method of describing observation of material or characteristic". Furthermore, Christensen (2001:32) defines "quantitative study as the study that collects some types of numerical data to answer a given research question". Quantitative method was used to measure students' achievement before and after the treatment using think-pair-share strategy given.

This quantitative research was done to identify Senior High School students related to their achievement in mastering speaking skill through Think-Pair-Share.

3.2 Population and Sample

3.2.1 Population

Tuckman (1978: 277) states that "population as a group about which the writer is interested in gaining information and drawing conclusion." Encyclopedia of Education Evaluation as quoted by Arikunto (2006: 130) describe "population as a set (or collection) of all elements possessing one or more attributes of interest. Population is all members of any well-defined class of people, events or objects." "A population is any group of individuals that have one or more characteristics in common that are of interest to the writer" (Best, 1981: 8).

In this study, the population was the students of SMA N 1 Karangkobar grade X in the academic year of 2010/2011. I decided to choose the students of SMA N 1 Karangkobar as the subject of research because it is one of good Senior High Schools in Banjarnegara and its students have strong willingness to study especially for English subject.

3.2.2 Sample

The smaller group from which the researcher generalizes is known as a sample. Obviously, the accuracy of the researcher's inference depends on how representative the sample is of the populations. To make the sample more representatives, I randomly selected the sample from the population. A random sample means that all members of the population have an equal chance to be selected for the sample.

In this school, the students of the tenth grade are divided into 7 classes where each class consists of about 40 students. Therefore, the total number of the population is about 280 students. Arikunto (2006: 134) states that if the number of subject is more than one hundred persons, a researcher may take 10% - 15% or 20% - 25 % or more of the population as the sample. In this case, I took 2 classes as sample and the classes would be experimental and control groups. The total was about 70 students or 20% of the population.

3.3 Variables

Brown (1988: 7) states that “a variable is something that may vary or differ. There are dependent, independent, moderator, control and intervening variable.” This study considers two types of variables; they are dependent and independent variable. According to Brown (1988: 10), “a dependent variable is the variable of focus or the central variable on which other variables will act if there is any relationship. The independent variable is the variable selected by the researcher to determine the relationship with the dependent variable.”

In this study, the variables are:

- (1) Independent Variable : The use of Think-Pair-Share strategy in improving speaking ability.
- (2) Dependent Variable : The students' achievement in speaking test.

The students of this study are the tenth grade students of SMA N 1 Karangkobar in the academic year 2010/2011.

3.4 Instrument for Collecting Data

Instrument is an instrument device for the data collecting in a research study. Kerlinger (1988:118) states that “an instrument plays an important role in a study. In the sense that the reliability of the instrument will influence the reliability of the data obtained.” In this study I used two kinds of tests as instruments to collect the data. They were the pre and the post tests. Those tests were the same. It was used to find out the students' improvement of speaking skill before and after the experiment given.

3.4.1 Try Out Instruments

Trying out the test is necessary since the result can be used to measure the validity and the reliability of the test. It can be carried out in either a small scale or large one (Arikunto, 2006:223). The try out was conducted on Wednesday, March 30, 2011 to 34 tenth grade students of SMA N 1 Karangkobar in the academic year of 2010/2011. There were three questions given to the students in order to know which one of the questions was valid.

The instrument's grid is organized in Table 3.1 as follows:

Table 3.1 The Instrument's Grid

No	SK/KD	Grade	Text Type	Indicators	Instrument
1.	SK: 10.Speaking KD: 10.2	X	Descriptive Text	The students are able to describe their own school orally.	What do you think about 'A GOOD SCHOOL'? Don't forget to include at least 5 aspects. Then, present it in front of the class.
2.	SK: 10.Speaking KD: 10.2	X	Descriptive Text	The students are able to describe certain places orally.	Have you ever visited JAKARTA? What do you think about it? Describe it as much as possible and present it in front of the class.
3.	SK: 10.Speaking KD: 10.2	X	Descriptive text	The students are able to describe certain places orally.	What do you know about the following places? Choose one you know best and try to describe it as detail as you can. Then, present it in front of the class.

All the questions are talking about descriptive texts which ask students to describe about a good school, Jakarta and some tourism places like Borobudur Temple, Dieng Plateau, and Parangtritis Beach. From the students' answer, it seems that the first question is the easiest question they know the answer best that is the description of a good school. It could be seen from the vocabularies they used although their pronunciation and grammar was not good enough.

3.5 Procedure of Collecting Data

In collecting the data, I use pre-test posttest control group design. According to Tuckman (1978: 130) in this design, the students will get the pre-test first. And then the students are given some treatments in this study is by using think-pair-share strategy and in the end of the research, both groups will have the post-test.

Based on this design, the students of both experimental and control groups first individually did the pre-test without giving them any treatment. The result of this test was used to find out the achievement of the students in speaking if think-pair-share has not been applied yet. The next process was to give the students treatment by using think-pair share strategy for the experimental group. In this step, they thought by themselves first to answer the question given by the teacher, and then they had to work in pairs in order to share what they have done and discussed it any further. In the end, they presented their answer in front of the class in pairs. Each of them had their own turn to speak. The experimental group was given treatments twice and the materials were describing city/town and person.

While the control group was given treatment by using conventional method. They were given treatments twice and the materials were describing tourism places and animals. Sometimes, the teacher also used other method by making draft and let the students elaborate their answer. This method was used especially in teaching speaking. Finally, both experimental and control groups had the post test. This post test aims to measure the students' progress on speaking after think-pair-share was applied. The results of both tests will be the statistical data of this study.

3.6 Procedure of Analyzing Data

In deciding which one of the questions is valid and reliable, I analyzed data by measuring its validity, reliability, difficulty level and discriminating power.

3.6.1 Validity

Saleh (2005: 101) states “consistency is a desirable and necessary quality for a good test, but it is not the only quality that is important”. “A valid instrument has high level of validity. Validity addresses the extent to which a measurement process measures what you want it to measure” (Eichelberger, 1989: 117). In addition Brown (1988: 101) states that “test validity is the degree to which a test measures what it claims to be measuring.”

In order to make the test more objective, I use rubric of assessment from Foreign Service Institute (FSI) as quoted by Sisbiyanto and Trisanti (2009: 159-160) from Harris (1975). This rubric is appropriate for Senior High School students in this study because the main activity is oral presentation so that I had to

analyze the result from five main points of speaking task. They are accent, grammar, vocabulary, fluency, and comprehension. The score for each point is 1 - 6 based on their performance in front of the class. The scoring scale of the task is organized in Table 3.2 as follows:

Table 3.2 The Scoring Scale of the Task

Aspects	Score	Explanation
Accent	6 5 4 3 2 1	Native pronunciation, with no trace of foreign accent No conspicuous mispronunciations, but would not be taken for a native speaker Marked foreign accent and occasional mispronunciation that do not interfere the understanding Foreign accent requires concentrated listening and mispronunciation lead to misunderstanding Frequent gross errors and a very heavy accent require frequent repetition Pronunciation frequently intelligible
Grammar	6 5 4 3 2 1	No more than two errors during the interview Few errors, with no patterns of failure Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding Frequent errors showing some major patterns uncontrolled and causing misunderstanding Constant errors showing control of very few major patterns and frequently preventing communication Grammar almost entirely inaccurate
Vocabulary	6 5 4 3 2 1	Vocabulary apparently as accurate and extensive as that of an educated native speaker Professional vocabulary broad and precise Professional vocabulary adequate to discuss special interests Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics Vocabulary limited to basic personal and survival areas Vocabulary inadequate for even the simplest conversations
Fluency	6 5 4 3 2 1	Speech on all professional and general topics Speech is effortless and smooth but perceptibly non-native in speed Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words Speech is frequently hesitant and jerky Speech is very slow and uneven except for short sentences Speech is so halting and fragmentary that conservation is virtually

		impossible
Comprehension	6	Understand everything in both formal and colloquial speech to be expected of an educated native speakers
	5	Understand everything in normal educated conversation except for very colloquial items
	4	Understand quite well normal educated speech directed to him or her but requires occasional repetition
	3	Understand careful, somewhat simplified speech directed to him or her with considerable repetition
	2	Understand only slow, very simple speech on common social and touristic topics
	1	Understand too little for the simplest type of conversations

The validity of the instrument was measured by applying the Pearson's Product-Moment Coefficient of Correlation. The formula is as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

(Best, 1981:248)

In which:

r_{xy} = correlation coefficient,

N = number of paired scores,

$\sum XY$ = sum of the products of paired X and Y scores,

$\sum X$ = the sum of the X scores,

$\sum Y$ = the sum of the Y scores,

$\sum X^2$ = sum of the squared X scores, and

$\sum Y^2$ = sum of the squared Y scores.

3.6.2 Reliability

Harris in Sisbiyanto and Trisanti (2009: 14) state that “by reliability is meant the stability of test scores. A test cannot measure anything well unless it measures consistently.” It might be assessed in many ways. In this research, to find out the reliability of the research, Alpha formula as stated by Arikunto (2006: 196) was applied, as the following:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

where, r_{11} = reliability of the instrument,

k = the number of the items of aspect evaluation,

$\sum \sigma_b^2$ = the sum of item variance,

and σ_t^2 = total variance

Total Variance:

$$\sigma_t^2 = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N}$$

The Item Variance:

$$\sigma_b^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

3.6.3 Difficulty Level

Good test items are the items which are not very difficult and also not very easy (Arikunto, 2002:207). Very easy test items cannot stimulate the students to solve the test, and very difficult test items will make the students give up finding the

answer of the test. To find out the difficulty level of the test items, this formula is used:

$$DL = \frac{\text{Sum of Score}}{\text{Maximum Score}} \times 100\%$$

3.6.4 Discriminating Power

Discriminating power is the power of the test items to discriminate between smart students and the others (Arikunto, 2002:211). The index of discriminating power can range from -1.00 to 1.00. The negative symbol signs that the test fails in measuring the quality of the test. It means that the high quality of the test is judged as the poor item. To find out the discriminating level for the test items, I used this formula:

$$DP = \frac{MH - ML}{\sqrt{\left(\frac{\sum X_1^2 + \sum X_2^2}{n_1(n_1 - 1)} \right)}}$$

Criteria: The item test is significant if $t > t_{\text{table}}$.

Here is the index discrimination to evaluate the test items can be shown in the following Table 3.3:

Table 3.3 Index of Discriminating Power

Index of Discrimination	Item Evaluation
0.40 and up	Very good items
0.30 to 0.39	Reasonably good, but possibly subject to improvement
0.20 to 0.29	Marginal items, usually needing and being subject to improvement

Below 0.19	Poor items, to be rejected or improved by revision
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(Ebel and Frisbe 1991: 232)

The test items which can be answered by both of smart and weak students, those test items are not good because there is no discriminating power. And they are also not good test items if all students both smart and weak students cannot answer them. Good test items are the test items which can be answered correctly.

3.6.5 T-test

In measuring the research data, each experimental design has its own formula to analyze the data. In order to measure its significance, t-test will be used.

When analyzing both result of control and experimental groups through their mean, the formula used is as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

Where:

t : t-test

M_x : difference gain of pre and post-test of the experimental group

M_y : difference gain of pre and post-test of the control group

$\sum x^2$: the sum of the difference gain of pre and post-test of the experimental group

$\sum y^2$: the sum of the difference gain of pre and post-test of the control group

N_x : the number of experimental group students

N_y : the number of control group students



CHAPTER IV

RESEARCH RESULTS

In this chapter, I presented data analysis of the research that was conducted on March 30 until April 16, 2011. The total of the meetings for each class were 4 meetings. The first meeting was pre-test. The second and third meetings were treatments. The last meeting was post-test.

4.1 Description of the Experiment

According to Kerlinger (1988:125), “analysis means the categorizing, ordering, manipulating and summarizing of data to obtain answers to research questions. The purpose of the analysis is to find out whether the experiment is successful or not to answer the research problem. “

The pre-test was used to analyze the student’s achievement in speaking when think-pair-share was not applied yet. There was one question only in the pre-test activity given to the students of experimental and control groups.

4.2 Experimental Treatment

After having the pre-test, the result showed that most students got difficulties in vocabulary, grammar, and fluency. Based on this situation, the treatments were conducted into two meetings. Each meeting asked students to make description orally using think-pair-share strategy. The description consisted of describing

city/town and person. I also gave them list of vocabularies in order to enrich their vocabularies. In addition, grammar and pronunciation belong to the main points of the treatment. I also gave treatment for control group but I used conventional method.

The procedure of giving treatment for the experimental and control groups can be seen in Table 4.1 as follows:

Table 4.1 The Procedure of Giving Treatment

No	Activity	Experimental Group	Control Group
1.	Pre-test	Pre-test was given to the 33 students of experimental group. (March 31, 2011)	Pre-test was given to the 33 students of control group. (April 4, 2011)
2.	The first treatment	The teacher gave treatment using think-pair-share strategy with explanation about simple grammar and vocabularies related to the text. The material was describing city/town. (April 2, 2011)	The teacher gave treatment to the control group using conventional method without explanation about grammar. The material was about describing tourism places. (April 6, 2011)
3.	The second treatment	The second treatment focused on the generic structure of descriptive text. The material was about describing person. (April 4, 2011)	The second treatment focused on the vocabularies without giving explanation about generic structure. (April 11, 2011)

4.	Post-test	The teacher gave post-test to the experimental group. (April 14, 2011)	The teacher gave post-test to the control group. (April 16, 2011)
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4.3 The Post-Test

Post-test was the last activity in this research. The purpose is to find out the progress of students' achievement after think-pair-share was applied. After analyzing the post-test result from both experimental and control groups, there is a significant difference between two groups in which the experimental group has better progress than the control group. In this case, the experimental group was given treatment using think-pair-share strategy.

4.4 Analysis of the Try Out

Before conducting the research, the try out was given to 34 students of SMA N 1 Karangkobar. The try-out was done to find out whether the instrument was effective or not to measure the students' speaking skills of Senior High School students in the tenth grade. The results of the try-out were scored based on the criteria stated in chapter III. The students' scores of this try-out were analyzed by using statistical procedures. The results of the try-out are mentioned in Table 4.2 as follows:

Table 4.2 Analysis of the Try Out

No	Code	ASPECT OF SPEAKING					Y	Y ²
		Accent	Grammar	Vocab	Fluency	Compre		
1	S-5	4	4	4	4	3	19	361
2	S-13	3	3	4	4	4	18	324
3	S-15	4	3	4	3	3	17	289

4	S-19	3	3	4	4	3	17	289
5	S-30	4	3	4	3	2	16	256
6	S-10	4	3	4	2	2	15	225
7	S-20	3	2	4	3	3	15	225
8	S-28	3	3	3	3	3	15	225
9	S-7	3	3	2	3	3	14	196
10	S-25	3	3	4	2	2	14	196
11	S-27	3	3	3	2	3	14	196
12	S-32	3	3	2	3	3	14	196
13	S-1	3	3	2	2	3	13	169
14	S-6	2	2	4	3	2	13	169
15	S-11	3	3	2	3	2	13	169
16	S-16	2	3	2	3	3	13	169
17	S-23	3	3	2	2	3	13	169
18	S-33	2	3	3	2	3	13	169
19	S-34	2	3	2	3	3	13	169
20	S-2	2	2	3	2	3	12	144
21	S-3	3	3	2	2	2	12	144
22	S-4	2	3	2	2	3	12	144
23	S-8	2	3	2	2	3	12	144
24	S-9	2	3	2	3	2	12	144
25	S-12	2	3	2	2	3	12	144
26	S-14	2	2	3	3	2	12	144
27	S-17	2	3	2	2	3	12	144
28	S-24	2	3	2	2	3	12	144
29	S-26	2	3	2	2	3	12	144
30	S-29	2	3	2	2	3	12	144
31	S-31	2	3	2	2	3	12	144
32	S-18	2	3	2	2	2	11	121
33	S-21	2	3	2	2	2	11	121
34	S-22	2	3	2	2	2	11	121
		88	99	91	86	92	456	6252

4.4.1 The Computation of the Test Item Validity

“Test validity is defined as the degree to which a test measures what it claims to be measuring.” (Brown: 1988: 100). A valid instrument has high level of validity.

The validity of the instrument was measured by applying the Pearson's Product-Moment Coefficient of Correlation. The formula is as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

(Best, 1981:248)

In which:

r_{xy} = correlation coefficient,

N = number of paired scores,

$\sum XY$ = sum of the products of paired X and Y scores,

$\sum X$ = the sum of the X scores,

$\sum Y$ = the sum of the Y scores,

$\sum X^2$ = sum of the squared X scores, and

$\sum Y^2$ = sum of the squared Y scores.

Criteria:

The item test is valid if $r_{xy} > r_{table}$

The following is the example of counting the validity of aspect number 1 which is accent aspect, for the other items will use the same formula.

By using the formula, I obtained that:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

$$r_{xy1} = \frac{34(1218) - (88)(456)}{\sqrt{[34(244) - (88)^2][34(6252) - (456)^2]}}$$

$$r_{xy1} = \frac{(41412) - (40128)}{\sqrt{[8296 - 7744][212568 - 207936]}}$$

$$r_{xy1} = \frac{(1284)}{\sqrt{\{552\}\{4632\}}}$$

$$r_{xy1} = \frac{1284}{\sqrt{2556864}}$$

$$r_{xy1} = \frac{1284}{1599}$$

$$r_{xy1} = 0.80$$

On $\alpha = 5\%$ with $N = 34$, it is obtained = 0.339

Because of $r_{xy} > r_{table}$, so the item number 1 is valid. It means that the test items which include ascent aspects can be said as the valid test items. The validity of the test items is 0.80 whereas the validity of the table is only 0.339. The entire results of test item validity analysis can be found in the appendix 6.

4.4.2 The Reliability of the Test

Test reliability refers to the consistency of the examination scores. It might be assessed in many ways. In this research, to find out the reliability of the research, Alpha formula stated by Arikunto (2006: 196) was applied, as the following:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

Total Variance:

$$\sigma_t^2 = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N}$$

$$\sigma_t^2 = \frac{6252 - \frac{456^2}{34}}{34} = 4$$

The Item Variance:

$$\sigma_t^2 = \frac{\sum X^2 - \frac{(\Sigma)^2}{N}}{N}$$

$$\sigma b1^2 = \frac{244 - \frac{88^2}{34}}{34} = 0.47$$

$$\sigma b2^2 = \frac{293 - \frac{99^2}{34}}{34} = 0.15$$

$$\sigma b5^2 = \frac{258 - \frac{92^2}{34}}{34} = 0.26$$

$$\sum \sigma b^2 = 2.08$$

(the entire result of item variance can be seen in appendix 7)

The computation of reliability test with alpha formula is as follows:

$$r_{11} = \left[\frac{5}{5-1} \right] \left[1 - \frac{2.08}{4} \right] = 0.6$$

For $\alpha = 5\%$ and number of students $N = 34$, $r_{table} = 0.339$

From the computation above, it can be concluded that the reliability of the test is 0.6, whereas the reliability of the table is 0.339. Because $r_{11} > r_{table}$, then instrument is reliable.

4.4.3 Discriminating Power

The index of discriminating power can range from -1.00 to 1.00. The negative symbol signs that the test fails in measuring the quality of the test. It means that the high quality of the test is judged as the poor item. To find out the discriminating level for the test items, I used this formula:

$$DP = \frac{M_H - M_L}{\sqrt{\frac{\sum x_1^2 + \sum x_2^2}{n_i(n_i - 1)}}}$$

The following table is the example of discriminating power calculation test items:

Table 4.3 Discriminating Power Calculation

Discriminating Power	Accent	Grammar	Vocab	Fluency	Compre
MH	3.2	3.1	3.4	3.1	3.1
ML	2	2.8	2	2	2.4
$\sum x_{1z}$	54	52	57	52	52
$\sum x_{2z}$	34	47	34	34	40
n_i	9	9	9	9	9
t-value	1.09	0.30	1.25	1	0.62
Criteria	Very Good	Good	Very Good	Very Good	Very Good

Because $t > t_{table}$, then the test items are significant. It shows that the discriminating level of accent aspect is 1.09, 0.30 for grammar, 1.25 for vocabulary, 1 for fluency, and 0.62 for comprehension. It means that all test items are significant because the discriminating level of the table is between 0.30 up to 1.25. Therefore it belongs to very good items for accent, vocabulary, fluency, comprehension aspects and good items for grammar aspect.

4.4.4 The Computation of Difficulty Level

To find out the difficulty level of the test items, this formula is used:

$$DL = \frac{\text{Sum of Score}}{\text{Maximum Score}} \times 100\%$$

(The result of difficulty level can be seen in appendix 8)

Table 4.4 The Index of Difficulty Level

No	Interval	Criterion
1.	$0.00 \leq P \leq 25\%$	Difficult
2.	$26\% \leq P \leq 75\%$	Moderate
3.	$76\% \leq P \leq 100\%$	Easy

4.5 Analysis of the Pre-test

I gave pre-test for the experimental and control groups with the same questions.

The pre-test was given to the experimental group on March 31, 2011 and on April 4, 2011 for the control group. The purpose of it was to know how far the students could speak English by answering some questions orally related to the given topic. Moreover it was also to diagnose whether the students had mastered all the speaking skills or not. I asked them to think about a good school, it could be seen from some aspects such as teachers, students, and facilities. They had to answer the questions orally in approximately 2 minutes. This activity was recorded.

4.5.1 Analysis of the Experimental Group's Pre-test

From the result of the pre-test, the lowest score of the experimental group was 37 and the highest was 57. The average score of the students was around 40. The students who got the score less than 40 were 20 students and the rest got the score more than 40.

The average of the students' test result = The Total Percentage x 100%

$$\begin{aligned}
 & \text{The Number of the Students} \\
 &= \underline{1393} \times 100\% \\
 &\quad 33 \\
 &= 42.21\%
 \end{aligned}$$

From the explanation above, the average achievement of the students' pre-test of experimental group was 42.21 %. It means that the students' speaking skill was still poor. They got many difficulties in pronouncing the words and grammar.

4.5.2 Analysis of the Control Group's Pre-Test

The result of the control group's pre-test showed that the lowest score was 33 and the highest score was 63. The average score of the control group was also 40. However, there were only 11 students who got the score more than 40 and the rest got less than 40.

The average of the students' test result = The Total Percentage x 100%

$$\begin{aligned} & \text{The Number of the Students} \\ & = \frac{\text{The Total Percentage}}{1353} \times 100\% \\ & = \frac{33}{1353} \times 100\% \\ & = 41\% \end{aligned}$$

The average achievement of the students' pre-test of the control group was 41 %. From this result, I concluded that the students got difficulties in speaking especially for communication.

4.6 Analysis of the Treatments

After giving the pre-test, I conducted some treatments in order to improve the students' speaking ability. Actually, I just gave treatment for the experimental group using think-pair-share strategy, but then I also gave treatment for the

control group using conventional method. I took 2 meetings for the experimental group and 2 meetings for the control group.

4.6.1 Treatments for the Experimental Group

The treatments for the experimental group were conducted in 2 meetings using think-pair-share strategy.

4.6.1.1 Analysis of the First Treatment

The first treatment was done on April 2, 2011. First, I gave brief explanation of descriptive text, the language features, general structures, and the adjectives or words usually used.

I posed a question about the description of their hometown. I asked them to think by themselves silently first for about 1 minute only (think) by clapping my hands once, and then I clapped my hands twice and asked them to work in pairs (pair) and share their answer with their partner orally. Finally, I asked some pairs of the students to come forward and share their answer to the whole class (share). After that, the pronunciation drilling was done. They had to repeat after me to pronounce word by word related to the city/town correctly.

4.6.1.2 Analysis of the Second Treatment

The second treatment was done on April 4, 2011. Before conducting think-pair-share strategy, I gave explanation about grammar related to descriptive text that is simple present tense. I asked them to make some sentences using simple present tense orally.

I posed a question about describing people. I asked them to think by themselves silently first for about 1 minute only (think) by clapping my hands

once, and then I clapped my hands twice and asked them to work in pairs (pair) and share their answer with their partner orally. Finally, I asked some pairs of the students to come forward and share their answer to the whole class (share). While some pairs speak in front of the class, the rest of the students had to analyze whether or not their answer were grammatical correct. In this last treatment, they showed the progress of accent (pronunciation), grammar and also their vocabularies in describing something. It means that the treatment was success enough to be applied in speaking class.

4.6.2 Treatments for the Control Group

I gave treatments for the control group in two meetings. The treatments were done using role play technique.

4.6.2.1 *Analysis of the First Treatment*

This treatment was done on April 6, 2011. I used conventional method in giving treatment for the control group. I asked them to list the adjectives and nouns they know related to three things: beach, house, and cat. After that, I led them to pronouncing the words and making sentences using the adjectives and nouns they found. Then, I gave an example of dialogue about descriptive text and read it together with the students and asked some pairs to practice the dialogue in front of the class.

Three different situations were given to the students and they worked in small groups to make a short conversation based on the situation. Finally, I called some pairs to practice their conversation in front of the class.

4.6.2.2 *Analysis of the Second Treatment*

The second treatment for the control group was done on April 11, 2011. First, I asked the students to choose one of their favorite animals and try to describe it to their partner. Then, I gave an example of dialogue about descriptive text and read it together with the students and asked some pairs to practice the dialogue in front of the class. In this activity, vocabulary drilling was used to improve their pronunciation.

There were three different situations (see appendix 11) which were given to the students and they worked in small groups to make a short conversation based on the situation. Finally, I called some pairs to practice their conversation in front of the class.

4.7 *Analysis of the Post-Test*

In the last activity, the students of both experimental and control groups had the post-test with the same question. It was done April 14, 2011 for the experimental group and April 16, 2011 for the control group. They asked to describe about a good school in approximately 2 minutes orally. The result was good enough, especially for the experimental group in which its mean was 60.30 %. It is better than the control group which its mean was 56.45 %. In order to make it easy, the following table shows the average scores between two groups.

Table 4.5
The Average Scores of Pre-Test and Post-Test of
the Experimental and Control Groups

	Average Score of Pre-Test	Average Score of Post-Test	The Difference between Pre-Test and Post-Test
Experimental Group	42.21	60.30	18.09
Control Group	41	56.45	15.45
The Difference between Experimental and Control Groups	1.21	3.85	

Based on the result above, it shows that the difference of the pre-test score of the experimental and control groups is 1.21, while the difference average score of the post-test is 3.85. In addition, the difference between the pre-test and the post-test of experimental group is 18.09. It is higher than the control group which has average score of 15.45.

Besides, I also compared the gain of the pre-test and the post-test result. It shows that the progress of the experimental group (18.56) has higher gain than control group (15.25). The score is shown on the table as follows:

Table 4.6 The Percentage of the Gain of Pre-Test and Post-Test

	Experimental Group	Control Group
Pre-test	42.44	41.21
Post-test	60.80	56.46
Gain (d)	18.56	15.25

4.8 Difference between Two Means

As mentioned above, especially the information found on the Table 4.5, the mean of the control group was lower than the mean of the experimental group. Nevertheless, I could not infer that the difference between the two means was significant. Hence, to determine whether the difference between the two means is statistically significant, I applied t-test formula. Here is the formula:

$$t = \frac{Mx - My}{\sqrt{\left\{ \frac{\sum x^2 + \sum y^2}{Nx + Ny - 2} \right\} \left\{ \frac{1}{Nx} + \frac{1}{Ny} \right\}}}$$

(Arikunto, 2006:311)

Where:

t : t-test

M_x : difference gain of pre and post-test of the experimental group

M_y : difference gain of pre and post-test of the control group

$\sum x^2$: the sum of the difference gain of pre and post-test of the experimental group

$\sum y^2$: the sum of the difference gain of pre and post-test of the control group

N_x : the number of experimental group students

N_y : the number of control group students

Before applying the t-test formula, I calculated the difference gain between the pre-test and the post-test of the experimental and control groups. The calculation is as follows:

$$M_x = \frac{\Sigma X}{N_x}$$

$$= \frac{184}{33}$$

$$= 5.57$$

Therefore, the difference gain of the pre-test and the post-test of the experimental group is 5.57.

$$M_y = \frac{\Sigma Y}{N_y}$$

$$= \frac{151}{33}$$

$$= 4.57$$

Meanwhile, the difference gain of the pre-test and post-test of the control group is 4.57.

Where:

ΣX : sum of the difference gain of the pre-test and post-test of the experimental group

ΣY : sum of the difference gain of pre-test and post-test of the control group

n_x : the number of students of experimental group

n_y : the number of students of control group

After finding the difference gain of the pre-test and post-test, I calculated the sum of the difference gain of the pre and post-test of the experimental and control groups. The calculation is as follows:

$$\Sigma x^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{N}$$

$$\begin{aligned}
 &= 1142 - \frac{(184)^2}{33} \\
 &= 116.06
 \end{aligned}$$

The sum of the difference gain of the pre and post-test of the experimental group was 116.06.

$$\begin{aligned}
 \sum y^2 &= \sum Y^2 - \frac{(\sum Y)^2}{N} \\
 &= 799 - \frac{(151)^2}{33} \\
 &= 108.06
 \end{aligned}$$

Meanwhile, the sum of the difference gain of the pre and post-test of the control group was 108.06.

Where:

$\sum X$: the sum of the score difference of pre-test and post-test of the experimental group

$\sum Y$: the sum of the score difference of pre-test and post-test of the control group

$\sum X^2$: the sum square of the score difference of pre-test and post-test of the experimental group

$\sum Y^2$: the sum square of the score difference of pre-test and post-test of the control group

After that, I applied the t-test as follows:

$$t = \frac{Mx - My}{\sqrt{\left\{ \frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right\} \left\{ \frac{1}{N_x} + \frac{1}{N_y} \right\}}}$$

$$= \frac{5.57 - 4.57}{\sqrt{\left\{ \frac{116.06 + 108.06}{33 + 33 - 2} \right\} \left\{ \frac{1}{33} + \frac{1}{33} \right\}}} = 2.18$$

Then, to interpret the t obtained, I have to find the critical value of the t_{table} . First, I counted the degree of freedom. It is the number of the subject from both groups that was obtained from the formula: $N_x + N_y - 2$. There were 66 students from both groups so that the degree of freedom (df) was 64. To define the critical value, I used the interpolation.

t_{table} for:

$df(60)$	= 2.00
$df(120)$	= 1.98

So, t_{table} for $df(64)$ =

$$\frac{2.00 - t}{2.00 - 1.98} = \frac{60 - 64}{60 - 120}$$

$$t = 1.999$$

Based on the computation above, I obtained that t_{value} was 2.18 and the t_{table} was 1.999 so the t_{value} is higher than t_{table} . It means that there is significant difference between the mean of the experimental and control groups.

4.9 Data Interpretation

According to Kerlinger (1988:126), interpretation takes the result of analysis, makes the inferences pertinent to the research relations studied and draws conclusions about these relations. In this research, the average scores of the pre- and post-tests of the experimental group students are 42.21% and 60.30%. While the average score of the pre- and post-test of control group are 41% and 56.45%.

It shows that the post-test of the class is better than the pre-test. And then, the post-test result of the experimental group which was conducted by applying think-pair-share strategy is higher than the post-test result of the control group. Based on the result above, it can be concluded that think-pair-share strategy can improve the students' speaking ability in descriptive text.

4.10 Advantages and Disadvantages the Use of Think-Pair-Share Strategy

4.10.1 Advantages

After doing the experiment, it was found that there are some advantages of using think-pair-share strategy in teaching speaking. First, students can enrich their vocabularies when they share with their partner or the whole class. Therefore, they do not depend on their answer only, but also from their friends. Second, students can get more ideas or opinion when they have sharing activity with their pair. Third, students will be more creative and imaginative in giving answer for the questions given.

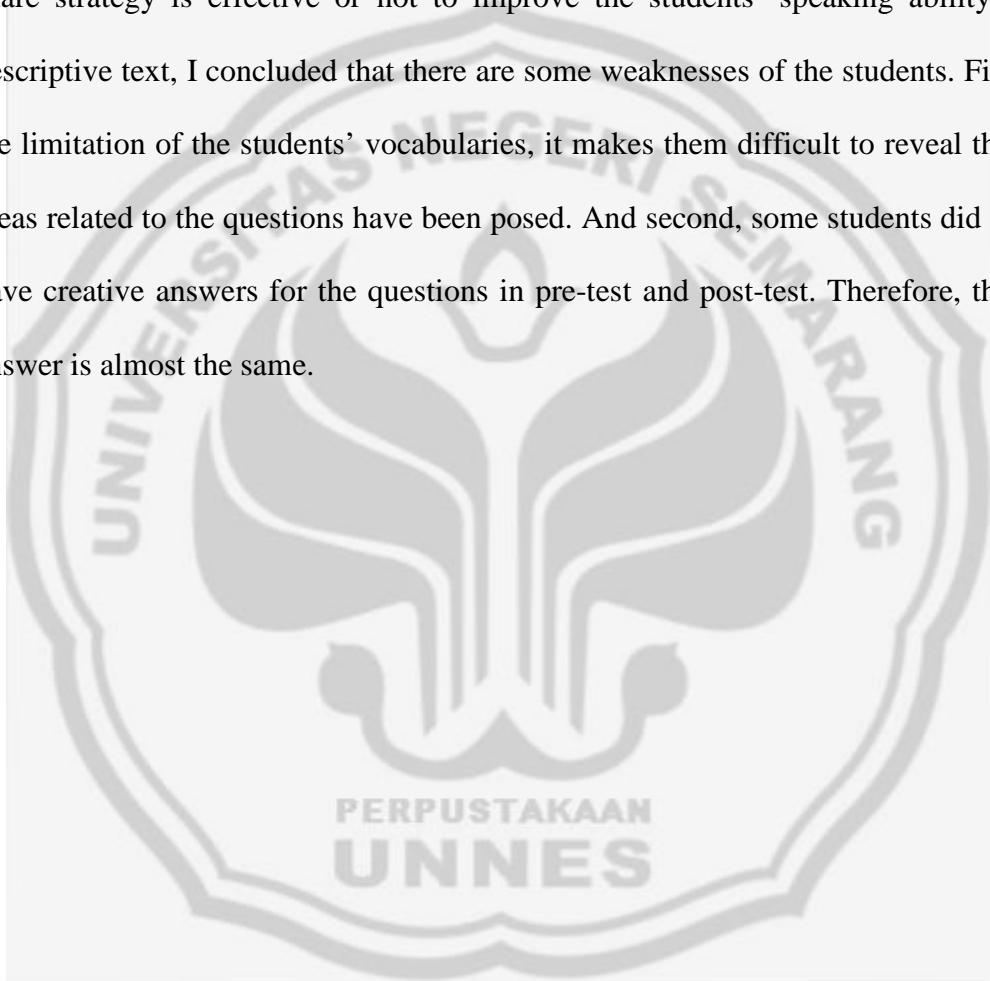
4.10.2 Disadvantages

Besides the advantages of using think-pair-share strategy, I also found out the disadvantages of this strategy to improve the students' speaking ability. First, the pair activity in which the students share their ideas with their partner can make situation crowded so the teaching learning process will be less comfortable.

Moreover, some students only depend on their partner's answer so that the activity is not longer as pair activity but individual activity.

4.11 Students' Weaknesses

By analyzing the result of the research to find out whether the use of think-pair-share strategy is effective or not to improve the students' speaking ability in descriptive text, I concluded that there are some weaknesses of the students. First, the limitation of the students' vocabularies, it makes them difficult to reveal their ideas related to the questions have been posed. And second, some students did not have creative answers for the questions in pre-test and post-test. Therefore, their answer is almost the same.



CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Speaking is one of language arts that is most frequently used by people all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of abilities which often develops at different rates. In order to have good communication; the students of Senior High School must have good ability in speaking. There are many strategies can be applied in teaching speaking. One of them is think-pair-share strategy as one of cooperative learning techniques. Think-pair-share is effective to improve the students' speaking ability. Started from the reason above, this survey research was conducted.

The objective of this research is to identify the effectiveness of using think-pair-share strategy as a technique in improving students' speaking ability of the tenth grade students of SMA N 1 Karangkobar in the academic year of 2010/2011.

In conducting the research, I used three steps: pre-test, treatment, and post-test. The pre-test was given to the students of the experimental and control groups with the same questions. This activity is used to measure the students' speaking achievement. And then, treatments were done in 2 meetings for each group. Finally, both experimental and control groups were given post-test.

The research result shows that the students' speaking ability can be improved by using think-pair-share strategy. In the pre-test data, the student' answers of the experimental and control groups including five aspects such as accent, grammar, vocabulary, fluency, and comprehension still consist of many mistakes. And then, I decided to give them some treatments. There were 2 meetings of treatments for the experimental group using think-pair-share strategy. Think-pair-share activity consists of three steps: think, pair, and share. First, I posed a question and asked the students to think about the answer by themselves silently in 1 minute and then share their answer with their partner or pairs in 5 minutes. Finally, they had to present their answer to the whole of the class. I also gave 2 meetings for the control group using conventional method. In this activity, first I gave a short dialogue to the students and I helped the students to understand the meaning and find some difficult vocabularies. And then, I distributed three different situations and asked them to make a short dialogue. Finally, they practiced the dialogue in front of the class. Then, I gave them the post-test. After analyzing the data, I got the result that the average scores of the students in the pre-test and post-tests increased. The difference between the pre-test and post-test of the experimental group is 18.09. It is higher than the control group which has average score of 15.45. It can be concluded that the use of think-pair-share strategy is effective to improve the students' speaking ability.

5.2 Suggestions

Based on the result of the research, there are some suggestions that I would like to offer. First, for language learners, since the application of learning strategies is one of the factors that can influence learning achievement, they are suggested to apply the learning strategies by working in a small group or working in pairs especially related to the communication, then, hopefully they can apply them in a speaking class.

Meanwhile, for English teachers, the result of this study can be a reference to develop their students' achievement in a speaking class. The students can learn more by using cooperative learning which is more effective like in this research.

Moreover, I also suggest the English teachers in SMA N 1 Karangkobar to be more aware with learning strategies, especially for speaking assessment. Since the students need more fun strategy to enjoy speaking class, think-pair-share strategy can be one of the good options to be applied in teaching learning process.

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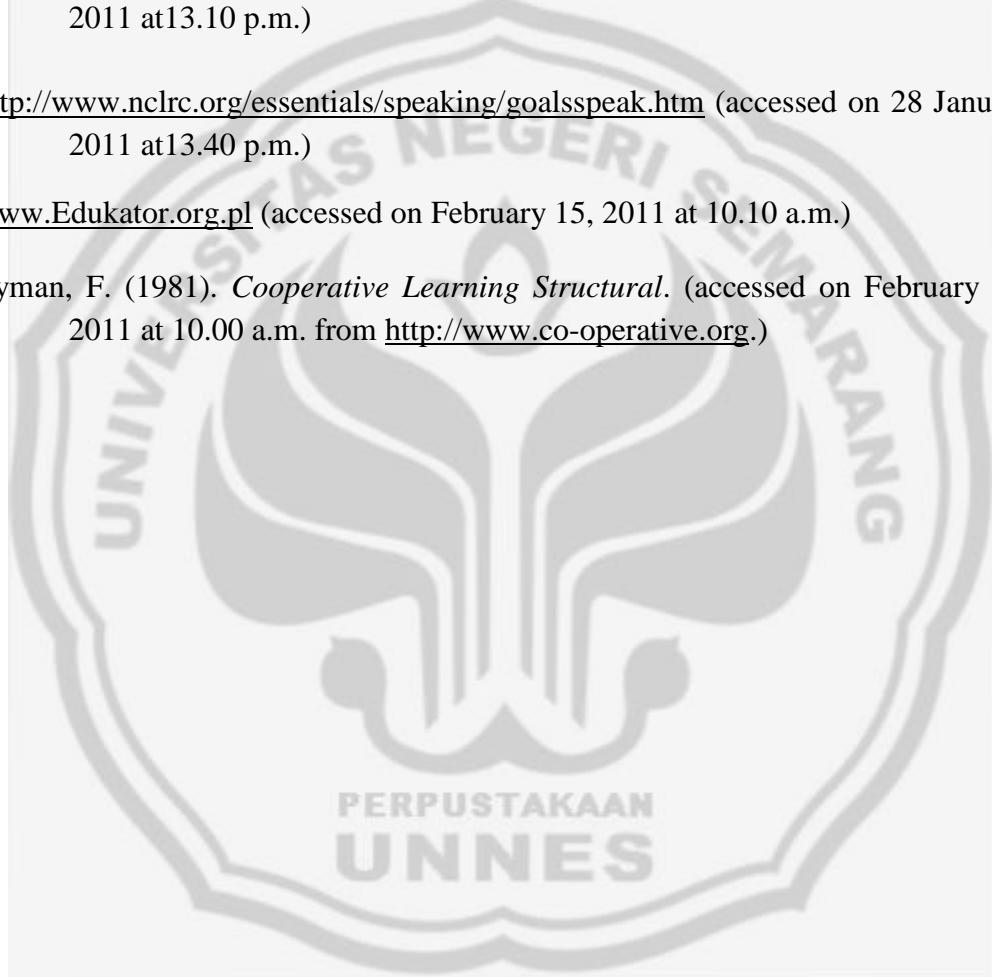
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Appendix 1 List of the Students of the Try Out Group

Name of Student	Code
Aan Julianto	S-1
Ahmad Saefudin	S-2
Andah Alfi Khasanah	S-3
Anik Astutik	S-4
Aning Setianingrum	S-5
Anisa Nurjanah	S-6
Arianto Eka Prasetya	S-7
Arifin	S-8
Auliya Rachman	S-9
Avynda Aviana Kardilah	S-10
Ayu Fitara Sari	S-11
Budi Santosa	S-12
Damar Ardi Prasetyo	S-13
Dita Damayanti	S-14
Febi Jeni Alfi	S-15
Firdos Imawan	S-16
Fitriono	S-17
Hana Iqlima	S-18
Hanifah	S-19
Kasih Kurniati	S-20
Makrifah	S-21
Muhamad Ardian Syah	S-22
Nanang Joniyarto	S-23
Noviandyka Rifki Nugroho	S-24
Nungki Ana Marlina	S-25
Rana Supriyati	S-26
Ratna Kiswari	S-27
Ririn Widiyanti	S-28
Sukhron Nurhidayat	S-29
Ulin Nuha	S-30
Umi Khairun Nisa	S-31
Umu Hanifah Fitri	S-32
Yongki Pranata	S-33
Yuhal	S-34

Appendix 2 List of the Students of the Experimental Group (E)

Name of Student	Code
Ade Oktafian	E-1
Almira Dwi Prihasti	E-2
Anggit Dwi Prasetyo	E-3
Anisa Nevi Saerina	E-4
Anto April Santoso	E-5
Armi Fauzi Andika	E-6
Bihi Salim	E-7
Dani Andayani	E-8
Darmaji Hadi	E-9
Dede Marita	E-10
Desi Dwi Ardianti	E-11
Diah Susilowati	E-12
Dina Firliyani	E-13
Dwi Andriyanti	E-14
Efi Kurniati	E-15
Ernanda Tri Budiatni	E-16
Estriani Dewi Pangestika	E-17
Fersa Akfiani	E-18
Furqon Akhiruzaman	E-19
Galih Rico Anandra	E-20
Haris Widiatmoko	E-21
Khusnul Khitam	E-22
Mucholifah	E-23
Muhammad Agus Prasetya	E-24
Mujiyanti	E-25
Nasrudin	E-26
Nurkhotimah	E-27
Oki Dadang Setiyawan	E-28
Rukun Prayoga	E-29
Siti Juwariyah	E-30
Tofiq Kurniawan	E-31
Walyanti	E-32
Zeni Triana	E-33

Appendix 3 List of the Students of the Control Group (C)

Name of Student	Code
Alfia Andriyani	C1
Anggun Susantoro	C2
Ari Setyaningsih	C3
Arif Nurhidayat	C4
Arju Joyo Sofingi	C5
Auliani Malikah Afif	C6
Ayu Istiqomah	C7
Dal Khalifah	C8
Dewi Khusnaeni	C9
Dwi Kurniawatiningsih	C10
Fahrudin Ikhsan	C11
Fatimatuz Zahro	C12
Fera Tama Fega	C13
Gus Miyana Nela S.	C14
Indrawati	C15
Laelatul Hidayah	C16
Ma'rifatul Khasanah	C17
Meli Maulina	C18
Nofia Kumara Sani	C19
Nur Widiyati	C20
Nursomad	C21
Nuryanti	C22
Pratama Sugeng Romadhon	C23
Rahyuanto	C24
Ria Kurnia Ardhiyati	C25
Tanti Vikadiantika	C26
Teguh Irfanto	C27
Thorik Pancavio	C28
Triady Yuliansyah C.	C29
Wahyu Riyono	C30
Wati Setiyani	C31
Wiwin Nurohman	C32
Yanuar Ega Dwi Prakasa	C33

Appendix 4 Try Out Instrument

TRY OUT INSTRUMENT

School : SMA Negeri 1 Karangkobar
Grade/Semester : X / II
Time/Date : April, 6th 2011

1. What do you think about ‘A GOOD SCHOOL’? Don’t forget to include at least 5 aspects. Then, present it in front of the class.

For example:

A good school has clean and comfortable rooms. The teaching learning process is done not only in the classroom but also outside the class.....and so on.

.....
.....
.....
.....
.....
.....

2. Have you ever visited JAKARTA? What do you think about it? Describe it as much as possible and present it in front of the class.

For example:

Jakarta is the capital city of Indonesia. The most popular thing of Jakarta is Monas (the National Monument).....and so on.

.....
.....
.....
.....
.....
.....

3. What do you know about the following places? Choose one you know best and try to describe it as detail as you can. Then, present it in front of the class.

BOROBUDUR
DIENG PLATEAU

PARANGTRITIS BEACH
MALIOBORO

.....
.....
.....
.....
.....

“Practice makes perfect”

Appendix 5 Item Analysis of Try-Out

ITEM ANALYSIS OF THE TRY OUT

		$r_{xy} > r_{tabel} = \text{Valid}$				
Reliability	Criteria	Valid	Valid	Valid	Valid	Valid
	σ	0.47	0.15	0.76	0.44	0.26
	$\sum \sigma^2$	2.08				
	σ_t	4				
	n	5				
	r_{tabel}	0.339				
	r_{11}	0.6				
		$r_{11} > r_{tabel} = \text{Reliable}$				
Difficulty Level	P	43%	49%	45%	42%	45%
		Moderate	Moderate	Moderate	Moderate	Moderate
	MH	3.2	3.1	3.4	3.1	3.1
	ML	2	2.8	2	2	2.4
	$\sum x_{1z}$	54	52	57	52	52
	$\sum x_{2z}$	34	47	34	34	40
	n_t	9	9	9	9	9
Discriminating Power	T value	1.09	0.30	1.25	1	0.62
	Criteria	Very Good	Good	Very Good	Very Good	Very Good



The logo of the Universitas Negeri Semarang (UNNES) is a watermark in the background of the slide. It features a stylized four-petaled flower or leaf design with the text "PERPUSTAKAAN UNNES" at the bottom.

Appendix 6 The Computation of Item Validity

The formula is as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

(Best, 1981:248)

Because there are 5 aspects of speaking which used to measure the scores, so the computation of item validity was calculated for each aspects.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

$$r_{xy1} = \frac{34(1218) - (88)(456)}{\sqrt{34(244) - (88)^2}\{34(6252) - (456)^2\}} = \frac{1284}{\sqrt{2556864}} = 0.80$$

$$r_{xy2} = \frac{34(1335) - (99)(456)}{\sqrt{34(293) - (99)^2}\{34(6252) - (456)^2\}} = \frac{246}{\sqrt{745752}} = 0.35$$

$$r_{xy3} = \frac{34(1226) - (91)(456)}{\sqrt{34(269) - (91)^2}\{34(6252) - (456)^2\}} = \frac{1548}{\sqrt{4006680}} = 0.77$$

$$r_{xy4} = \frac{34(1187) - (86)(456)}{\sqrt{34(232) - (86)^2}\{34(6252) - (456)^2\}} = \frac{1142}{\sqrt{2278944}} = 0.76$$

$$r_{xy5} = \frac{34(1246) - (92)(456)}{\sqrt{34(258) - (92)^2}\{34(6252) - (456)^2\}} = \frac{412}{\sqrt{1426656}} = 0.34$$

Criteria:

The item test is valid if $r_{xy} > r_{table}$

From the result above, all items are valid since $r_{xy} > r_{table}$, for example $0.80 > 0.339$.

Where:

1 = accent, 2 = grammar, 3 = vocabularies, 4 = fluency, 5 = comprehension

Appendix 7 The Computation of Reliability

Alpha formula stated by Arikunto (2006: 196) was applied to find out the reliability, as the following:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

Total Variance:

$$\sigma_t^2 = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N} = \frac{6252 - \frac{456^2}{34}}{34} = 4$$

The Item Variance:

$$\begin{aligned}\sigma_t^2 &= \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N} \\ \sigma^2 b1 &= \frac{244 - \frac{88^2}{34}}{34} = 0.47 \\ \sigma^2 b2 &= \frac{293 - \frac{99^2}{34}}{34} = 0.15 \\ \sigma^2 b3 &= \frac{269 - \frac{91^2}{34}}{34} = 0.76 \\ \sigma^2 b4 &= \frac{232 - \frac{86^2}{34}}{34} = 0.44 \\ \sigma^2 b5 &= \frac{258 - \frac{92^2}{34}}{34} = 0.26\end{aligned}$$

$$\sum \sigma^2 b = 0.47 + 0.15 + 0.76 + 0.44 + 0.26 = 2.08$$

Coefficient reliability:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right) = \left(\frac{5}{5-1} \right) \left(1 - \frac{2.08}{4} \right) = 0.6$$

Criteria: The test item is reliable when

$$r_{11} > r_{table} = 0.6 > 0.339 (\textbf{reliable})$$

Appendix 8 The Computation of Difficulty Level

The formula used to find out the difficulty level is as follows:

$$DL = \frac{\text{sum of score}}{\text{maximum score}} \times 100\%$$

$$DL1 = \frac{88}{204} \times 100\% = 43\%$$

$$DL2 = \frac{99}{204} \times 100\% = 49\%$$

$$DL3 = \frac{91}{204} \times 100\% = 45\%$$

$$DL4 = \frac{86}{204} \times 100\% = 42\%$$

$$DL5 = \frac{92}{204} \times 100\% = 45\%$$

Based on the index of difficulty level, all items are moderate items with criteria $26\% \leq P \leq 75\%$.

Interval	$0.00 \leq P \leq 25\%$	$26\% \leq P \leq 75\%$	$76\% \leq P \leq 100\%$
Accent	-	43%	-
Grammar	-	49%	-
Vocabulary	-	45%	-
Fluency	-	42%	-
Comprehension	-	45%	-
Criteria	Difficult	Moderate	Easy

Appendix 9 The Computation of Discriminating Power

To find out the discriminating level for the test items, I used this formula:

$$DP = \frac{MH - ML}{\sqrt{\left(\frac{\sum X_1^2 + \sum X_2^2}{n_1(n_1 - 1)} \right)}}$$

$$DP_1 = \frac{3.2 - 2}{\sqrt{\left(\frac{54 + 34}{9(9 - 1)} \right)}} = \frac{1.2}{1.10} = 1.09$$

$$DP_2 = \frac{3.1 - 2.8}{\sqrt{\left(\frac{52 + 47}{9(9 - 1)} \right)}} = \frac{0.3}{1.17} = 0.30$$

$$DP_3 = \frac{3.4 - 2}{\sqrt{\left(\frac{57 + 34}{9(9 - 1)} \right)}} = \frac{1.4}{1.124} = 1.25$$

$$DP_4 = \frac{3.1 - 2}{\sqrt{\left(\frac{52 + 34}{9(9 - 1)} \right)}} = \frac{1.1}{1.092} = 1.009$$

$$DP_5 = \frac{3.1 - 2}{\sqrt{\left(\frac{52 + 34}{9(9 - 1)} \right)}} = \frac{0.7}{1.130} = 0.62$$

Interval	Below 0.19	0.20 to 0.29	0.30 to 0.39	0.40 and up
Accent	-	-	-	1.09
Grammar	-	-	0.30	-
Vocabulary	-	-	-	1.25
Fluency	-	-	-	1
Comprehension	-	-	-	0.62
Criteria	Poor	Marginal	Good	Very good

Appendix 10

PRE-TEST AND POST-TEST INSTRUMENT

School : SMA Negeri 1 Karangkobar
Grade/Semester : X / II
Date : Monday, 11 April 2011
Time Allotment : 2x45 minutes

1. What do you think about ‘A GOOD SCHOOL’? Don’t forget to include at least 5 aspects. Then, present it in front of the class.

For example:

A good school has clean and comfortable rooms. The teaching learning process is done not only in the classroom but also outside the class.....and so on.

A large, semi-transparent watermark logo is centered on the page. The logo features a stylized, symmetrical flame or leaf-like design in the background. Overlaid on this design are the words 'PERPUSTAKAAN' in a vertical, slanted font on the left and 'UNNES' in a larger, bold, horizontal font at the bottom. The entire logo is rendered in a light gray color.

“Practice makes perfect”

Appendix 11 The Instruments for Control Group Treatments

Situation 1:

You are in the bus station and meet your old friend. He/she ask about your new home and want to visit you so they have to know how your home looks like. Describe it to your friend.

Situation 2:

You just have a trip to Jogjakarta, you went Parangtritis beach. Tell your mother about the wonderful trip there.

Situation 3:

You lost your cat yesterday when you were playing in the park. You ask every people you meet whether they saw your cat. Describe the characteristics of your lovely cat in detail.



Appendix 12 Students' Transcript of Experimental Group's Pretest

Student 1:

A good school has clean class. The teachers are beautiful and good. A good school has clean library room and complete books. The school is in peace condition and the religious point is tall.

Student 2:

First, a good school must have clean library because it makes the student comfortable in reading. And then a good school must have the toilet. The toilet is not dirty and the equipments of toilet must be complete. While about the teacher, when the teacher teaches some lesson, we hope they keep their smile and keep patient. And then comfortable situation can make students easy to understand the lesson. The last, the laboratories should have complete equipments.

Student 3:

Let me talk about a good school. A good school has clean and has student beautiful and handsome. A good school has clever teachers, canteen, library and clean classes. A good school has peace condition.

Student 4:

I think a good school must have 5 aspects. That is contains about classrooms, laboratory, and etc must be comfortable for everyone who stay there. We need calm class and clean class. The teacher must be nice, kind, funny and patient. The students very want have teacher like this, not only in a class but in other place. And then regulation, it is very important for all members at a school and it makes students more discipline. And the last is facility; we hope there are complete facilities for all members of school.

Student 5:

A good school has beautiful and good teachers. The students are good and diligent. The school is in peace condition so it makes students enjoy. The religion point is tall and the students are free from drug, free sex and etc.

Student 6:

I will describe a good school. A good school has teacher religious and diligent. And....the students are cute and handsome and beautiful. One love, one soul, one heart....and clever teacher. A good school has laboratories complete and it has garden clean and beautiful.

Student 7:

A good school has beautiful teachers and clean classes. The school's library has clean and comfortable rooms and also complete books. A good school has smart students. The canteen is clean and has beautiful garden.

Student 8:

I think in a good school, there are diligent students and complete facilities to support learning process. A good school has good regulations for all students and teachers. The teachers are good and come to the class on time. And all students are good in wearing uniform.

Student 9:

A good school has beautiful teachers. The canteen is clean and provides many kinds of food. It also has clean canteen and big library with complete books. And then, a good school has clean classrooms and full AC.

Student 10:

There are some aspects in a good school. First is the room of the school such as library, toilet, laboratories, classes, sport room and UKS. All those facilities must be completed in a good school. Classrooms are very important for learning process so it must be clean. The teacher in a good school must kind and patient. A good school also has comfortable and clean toilet. UKS must be clean and big for the students. And the library has complete books.

Student 11:

I think a good school has clean and comfortable rooms. There are 40 students in each class. UKS in the good school has clean and big rooms. A good school has complete facilities and clean toilet. The library has complete collections.

Student 12:

Well, a good school has cool and beautiful hall. The classrooms are clean and neat. It also has attractive teachers and diligent students. A good school has complete facilities and good regulation for all students.

Student 13:

A good school has beautiful and professional teachers. The students are good and smart. There are clean canteens and serve many foods. The toilet is clean and the library has complete books such as lesson book, novel, magazines and etc.

Student 14:

Okay, I think a good school has clean and comfortable rooms. It has clean and large sport room. Most students are smart and they are good in wearing uniform. A good school has friendly and good teachers.

Student 15:

A good school has clean and comfortable rooms for teaching learning process. The teachers are friendly and fun when teaching in the class. A good school has comfortable toilet, complete facilities and library with complete books.

Student 16:

Well, I think a good school has clean and beautiful garden. It has laboratories such as language laboratory, science laboratory, social laboratory and etc. it has smart, diligent and good students. The teachers are kind and patient. A good school has good atmosphere and the students are good in wearing uniform.

Student 17:

My name is....I thinks a good school must have clean classrooms with complete facilities. For example: the equipments for learning process. There are smart students and teachers. Good atmosphere also has important role in teaching learning process.

Appendix 13 Students' Transcript of Control Group's Pretest

Student 1:

OK, I think in a good school, the students and teachers do not late come to the class. All students are discipline and in a good behavior. And there are no teacher playing hand phone in the class. They are also good in wearing uniform and the facility is complete to support the learning process.

Student 2:

Let me introduce myself. My name is.....I think a good school must have good and complete facility. The teacher must make the class fun. Beside the facilities and the teachers, the students also play important role in the success of learning process. They have to be discipline, and have strong willingness to understand the meaning of the lesson. Sometimes, the students were bored when they enter into class so they must feel relax with the lesson and fun teacher. There are so many achievements in the school in everything. In choosing the school, the students will see whether or not the school is good because if it is not a good school they will search other school which is better.

Student 3:

Well, SMA N 1 Karangkobar is a good and fantastic school. There are many smart students and good teachers. SMA N 1 Karangkobar has 21 classrooms from class one until class three. The students are discipline and all classes look nice and clean. Thank you.

Student 4:

In my opinion, a good school has many diligent and smart students. There are many achievements, for example in sport, academic and non-academic. And then, a good school has complete facilities. The teachers are good and friendly with the students. It also has a library which has many books such as novel, lesson book, etc.

Student 5:

In my opinion, SMA N 1 Karangkobar is a good school. It has professional teachers and discipline students in many aspects. There are so many achievements of my school's students. All classrooms look nice and clean. I like to be the students of SMA I Karangkobar.

Student 6:

I am....I think a good school should has some components, for example teacher and student. There are also complete facilities to support the teaching learning process and it can be used maximally. A good school has effective learning and it makes students diligent and smart too. It has clean environment and active students. Finally, a good school has many achievements.

Students 7:

Well, talk about a good school. I think it has complete facility, smart and diligent students. The teacher must be fun and don't be boring. A good school has many achievements in sport sector. And then a good school has a good regulation so that the students will be more discipline.

Student 8:

My name is.....I think a good school has complete facilities to support learning process. There are diligent, discipline and smart students. They also come to the class on time. Beside, a good school has a comfortable library. The teacher is friendly, fun, kind and also come to the class on time. Finally, a good school has many achievements.

Student 9:

Okay, in my opinion a good school has many smart and discipline students, complete facility, and has many achievements. The teachers are friendly and on time come to the class. A good school also has library with complete books such as lesson books, novel, magazines, etc.

Student 10:

I will describe about my school. The students of SMA N 1 Karangkobar are diligent, smart and unique. There are many achievements especially in sport. There are good and friendly teachers, complete facilities, and library with complete collections.

Students 11:

I amI think a good school has complete facilities to support learning process, discipline and smart students, and professional teachers. Both students and teachers do not late come to the class. There are also comfortable laboratories.

Students 12:

A good school has many diligent and smart students, complete facilities, smart teachers and library with many books. The teachers teach the students happily so the students feel enjoy in the class.

Student 13:

In a good school, there are 5 aspects. They are the students, the teachers, the facilities, the laboratories, and library. A good school has diligent and smart students, friendly teachers, complete facilities, comfortable laboratories and library which has many books.

Student 14:

Well, I think a good school must have good and complete facilities. The teacher must be fun and don't make the class boring so that we can understand the lesson. Besides, the students must be discipline, diligent and tidy. And then, a good school has a good regulation so that the students will be good too. Finally, a good school has many achievements in every field.

Student 15:

My name is.....I will describe a good school. A good school has many young teachers. The students are smart, diligent and discipline. It also has complete facilities and comfortable rooms so that the students will be more discipline. and I think a good school has a good regulation.

Appendix 14

**LESSON PLAN TREATMENT
(EXPERIMENTAL GROUP)**

SMA	:	SMA Negeri 1 Karangkobar
Subject	:	English
Grade/Semester	:	X / II
Standard Competence	:	11. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk <i>narrative, descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari
Basic Competence	:	11.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative, descriptive</i> , dan <i>news item</i> .
Indicators	:	<ol style="list-style-type: none"> 1. The students are able to make descriptive text in a good order. 2. The students are able to tell others the content of descriptive text orally. 3. The students are able to use adjectives in describing something correctly and appropriately.
Text Types	:	Descriptive Text
Skill	:	Speaking
Time Allotment	:	4x45 minutes (2 meetings)

I. Purpose of Study

In the end of study, 80% of:

1. Students are able to make a descriptive text in a good order.
2. Students are able to tell others the content of descriptive text orally.
3. Students are able to use adjectives in describing something correctly and appropriately.

II. Learning Materials**1. Descriptive Text****DESCRIPTIVE TEXT**

Purpose : to describe a particular place, person, or thing.

Text organization :

- a) Identification (mention the special participation)
- b) Description (mention the part, quality, and characteristics of the subject being described)

Language features :

- a) The use of adjectives

- b) The use of linking verbs/relating verbs
- c) The use of Simple present tense

Simple present tense expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future.

2. The Task

1. What do you think about perfect society?
2. Describe the following PERSON in detail. (Susi Susanti, Irfan Bachdim, Sherina, Justin Bieber)

3. Pronunciation and stress

- Location
- Department store
- Church
- Police station
- Mosque
- Football stadium

4. Intonation

a. HIGH INTONATION

Example : Really?

b. LOW INTONATION

Example : That's sound great!

c. FLAT INTONATION

Example : Don't be worry

5. Grammar

- a. Adjectives
- b. Simple present tense

6. List of difficult words

- | | |
|---------------------|----------------------|
| a. Wonderful | : sangat bagus |
| b. Traffic lights | : lampu lalu lintas |
| c. Department store | : pusat perbelanjaan |

- d. Station : stasiun
- e. Town hall : balai kota

III. Methods of study/Technique

1. Lecturing
2. Speaking practice
3. Grouping
4. Vocabularies drilling

IV. Steps of Learning Activity

1. Opening activity for the first, and second meeting

- a. Students respond to the teacher's greeting in the beginning of the meeting.
- b. Students listen and respond when the teacher checks the attendance list.
- c. Students pay attention to the purpose of study which teacher says to reach the goal.
- d. Students give responses to the teacher's questions about the last material.

2. The Main Activities

Meeting I

➤ Building Knowledge of Field (BKoF)

- a. Asks the students to make a sentence about their hometown.
- b. Teacher and students mention adjectives used in describing city/town as much as possible.
- c. Teacher and students describe about certain city (Yogyakarta) together in the class sentence by sentence.

➤ Modeling of the Text (MoT)

- d. Students listen and repeat to the sentences written by the teacher in the board.
- e. Students are lead by the teacher to pronounce the sentences in good pronunciation, stress, and intonation.
- f. Students pay attention to the teacher's explanation about simple grammar related to the material.

➤ Joint Construction of Text (JCoT)

- g. Students are given a question about "perfect society" and answer it individually first and then in pairs.
- h. Student pairs share their answer to the larger group.

➤ **Independent Construction of Text (ICoT)**

- i. Students identify the difficult words.
- j. Students pay attention to the conclusion said by the teacher in the end of the meeting.

Meeting II

➤ **Building Knowledge of Field (BKoF)**

- a. Asks the students to make a sentence about their idol.
- b. Teacher and students mention adjectives used in describing person as much as possible.
- c. Teacher and students describe about certain person (Dude Harlino) together in the class sentence by sentence.

➤ **Modeling of the Text (MoT)**

- d. Students listen and repeat to the sentences written by the teacher in the board.
- e. Students are lead by the teacher to pronounce the sentences in good pronunciation, stress, and intonation.
- f. Students pay attention to the teacher's explanation about simple grammar related to the material.

➤ **Joint Construction of Text (JCoT)**

- g. Students are asked to describe some people individually first and then in pairs.
- h. Student pairs share their answer to the larger group.

➤ **Independent Construction of Text (ICoT)**

- i. Students identify the difficult words.
- j. Students pay attention to the conclusion said by the teacher in the end of the meeting.

V. Source / Media of Study

- a. Sudarwati, M. 2007. *Look Ahead for Senior High School Students Year X*. Jakarta: Erlangga.
- b. Student's worksheet.

VI. Evaluation

No	Indicator	Evaluation		
		Technique	Type of Instrument	Example
1.	The students are able to make descriptive text correctly and tell others orally.	Spoken test	Oral Presentation	<p>What do you think about perfect society? Describe it in detail and present it in front of the class.</p> <p>Describe the following person as much as possible orally in approximately 2 minutes.</p>

a. Instrument of Evaluation

1. First meeting

What do you think about perfect society? Describe it in detail and present it in front of the class.

2. Second meeting

Describe the following person as much as possible orally in approximately 2 minutes.

b. Rubric of Evaluation

The rubric use for this activity is taken from Foreign Service Institute (FSI) in Sisbiyantoro (159-160). This rubric is appropriate for Senior High School students in this study because the main activity is oral presentation so that I have to analyze the result from five main points of speaking task. They are ascent, grammar, vocabulary, fluency, and comprehension.

Aspects	Score	Explanation
Accent	6	Native pronunciation, with no trace of foreign accent
	5	No conspicuous mispronunciations, but would not be taken for a native speaker
	4	Marked foreign accent and occasional mispronunciation that do not interfere the understanding
	3	Foreign accent requires concentrated listening and mispronunciation lead to misunderstanding
	2	Frequent gross errors and a very heavy accent require frequent repetition
	1	Pronunciation frequently intelligible

Grammar	6	No more than two errors during the interview
	5	Few errors, with no patterns of failure
	4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
	3	Frequent errors showing some major patterns uncontrolled and causing misunderstanding
	2	Constant errors showing control of very few major patterns and frequently preventing communication
	1	Grammar almost entirely inaccurate
Vocabulary	6	Vocabulary apparently as accurate and extensive as that of an educated native speaker
	5	Professional vocabulary broad and precise
	4	Professional vocabulary adequate to discuss special interests
	3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics
	2	Vocabulary limited to basic personal and survival areas
	1	Vocabulary inadequate for even the simplest conversations
Fluency	6	Speech on all professional and general topics
	5	Speech is effortless and smooth but perceptibly non-native in speed
	4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words
	3	Speech is frequently hesitant and jerky
	2	Speech is very slow and uneven except for short sentences
	1	Speech is so halting and fragmentary that conservation is virtually impossible
Comprehension	6	Understand everything in both formal and colloquial speech to be expected of an educated native speakers
	5	Understand everything in normal educated conversation except for very colloquial items
	4	Understand quite well normal educated speech directed to him or her but requires occasional repetition
	3	Understand careful, somewhat simplified speech directed to him or her with considerable repetition
	2	Understand only slow, very simple speech on common social and touristic topics
	1	Understand too little for the simplest type of conversations

Semarang, Maret 2011

Mengetahui
Guru Mata Pelajaran

Mahasiswa

Malina Budiani, S.Pd
NIP. 197806042007012007

Yuliana Sulistyorini
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Appendix 15 Pretest Scores of The Experimental Group

School : SMA N 1 Karangkobar

Class : X6

Date : Thursday, 7 April 2011

Time : 10.45 a.m. - 12.00 p.m.

No	Code	ASPECTS OF SPEAKING					Score
		Accent	Grammar	Vocab	Fluency	Compre	
1	E-1	3	2	3	2	2	12
2	E-2	4	3	4	3	3	17
3	E-3	2	3	3	2	2	12
4	E-4	5	3	4	4	3	19
5	E-5	3	2	3	2	3	13
6	E-6	2	2	3	2	3	12
7	E-7	2	2	3	3	2	12
8	E-8	3	2	2	3	2	12
9	E-9	2	2	3	2	2	11
10	E-10	3	2	3	4	2	14
11	E-11	3	2	3	2	2	12
12	E-12	3	3	3	2	2	13
13	E-13	2	3	2	3	2	12
14	E-14	3	2	2	2	2	11
15	E-15	3	2	3	2	3	13
16	E-16	2	2	2	3	4	13
17	E-17	3	3	3	2	3	14
18	E-18	3	2	2	3	2	12
19	E-19	2	3	2	2	2	11
20	E-20	2	2	3	2	2	11
21	E-21	2	2	3	2	2	11
22	E-22	3	2	2	3	2	12
23	E-23	3	3	2	3	4	15
24	E-24	3	3	2	2	2	12
25	E-25	3	2	3	2	3	13
26	E-26	2	3	2	2	3	12
27	E-27	2	2	3	2	2	11
28	E-28	2	3	3	2	2	12
29	E-29	3	2	2	3	3	13
30	E-30	2	3	2	2	3	12
31	E-31	2	2	3	2	2	11
32	E-32	3	3	2	4	3	15
33	E-33	3	2	2	3	3	13
	ΣXY	88	79	87	82	82	418

Appendix 16 Pretest Scores of The Control Group

School : SMA N 1 Karangkobar

Class : X7

Date : Friday, 8 April 2011

Time : 08.30 a.m. - 10.00 p.m.

No	Code	ASPECTS OF SPEAKING					Score
		Accent	Grammar	Vocab	Fluency	Compre	
1	C-1	3	3	4	5	4	19
2	C-2	2	3	3	2	3	13
3	C-3	3	2	3	2	2	12
4	C-4	2	2	3	2	3	12
5	C-5	3	3	2	2	3	13
6	C-6	3	3	2	3	2	13
7	C-7	3	2	3	2	3	13
8	C-8	2	2	2	3	2	11
9	C-9	2	3	2	3	2	12
10	C-10	2	2	2	2	2	10
11	C-11	3	2	2	2	2	11
12	C-12	3	3	2	2	4	14
13	C-13	3	2	3	3	2	13
14	C-14	3	2	3	4	4	16
15	C-15	2	2	3	2	2	11
16	C-16	3	2	2	3	2	12
17	C-17	3	2	2	2	2	11
18	C-18	2	3	4	2	3	14
19	C-19	2	2	3	2	3	12
20	C-20	3	2	2	3	2	12
21	C-21	2	2	2	2	2	10
22	C-22	3	2	2	2	2	11
23	C-23	4	3	3	2	5	17
24	C-24	3	2	3	2	2	12
25	C-25	2	2	2	3	2	11
26	C-26	3	2	3	3	3	14
27	C-27	2	2	2	2	2	10
28	C-28	2	2	2	3	2	11
29	C-29	2	2	2	3	2	11
30	C-30	3	4	2	2	3	14
31	C-31	3	2	2	2	2	11
32	C-32	2	3	2	2	2	11
33	C-33	3	2	2	2	2	11
	ΣXY	86	77	81	81	83	408

Appendix 17 Student's Transcript of Experimental Group's Posttest

Student 1:

Hello my friends, my name is.....I will describe about a good school. A good school has clean classrooms. There are many beautiful and good teachers. A good school has clean library room and complete books such as novel, magazines. The school is in peace condition and the religious point is tall. Thank you

Student 2:

I will describe about a good school but before I describe it, let me introduce myself; my name is.....A good school should have nice teachers. Nice teacher means the teachers have motivation, solid and keeping their smile. And then facilities and library must be completed. A good school should have school yard for ceremony on Monday. The laboratory must be clean to make the students comfort. And the last is about the situation, a comfortable situation can make students easy to understand the lesson. The last, the laboratories should have complete equipments. I think that's all from me and thank you.

Student 3:

Hello friends, my name isI will describe a good school. A good school has clean rooms. There are many beautiful and handsome students. A good school has clever, patient and professional teachers. The canteen and library are clean and large to make students comfortable. A good school has peace condition. Thank you.

Student 4:

Good morning my friends, let me introduce myself, my name isI would like to describe about a good school for all of you. A good school must have complete rooms such as class, laboratory, office and etc. All of these rooms must be clean and comfortable so the students can more concentration in teaching learning process. Second, professional teacher are really needed in a good school so that the students are able to understand about the theory. And then is about nice friends. We need nice friends to support each others so we can reach new spirit in study. A good school also has good regulations because it can make diligent and clever students such as turn off the hand phone in the class. And the last, a good school must have

complete facilities to support teaching and learning process. That's all from me and thank you very much.

Student 5:

My name is.....I will describe about a good school. A good school has beautiful, handsome, smart and patient teachers. The students are good, smart and diligent. The school is in peace condition so it makes students enjoy the teaching learning process. The religion point is tall and the students are free from drug, free sex and etc. and then, a good school has clean library. Thank you

Student 6:

Well, my name isI will describe a good school. A good school has religious and diligent teachers. And.....there are many cute, handsome and beautiful students. The students and teachers are in one love, one soul, and one heart. A good school has laboratories with complete equipments and it has clean and beautiful garden.

Student 7:

My name isI would like to describe about a good school. A good school has discipline students and good teachers. The situation in the class is not boring but fun so the students can enjoy the lesson. A good school has beautiful teachers and clean classes. The school's library has clean and comfortable rooms and also complete books. A good school has smart students. The canteen is clean and has beautiful garden. Thank you

Student 8:

My name isI will describe about a good school. I think a good school has diligent and smart students. It also has complete facilities to support teaching learning process. A good school has good regulations to make students discipline. The teachers are good and patient when teaching the students. And all students are good in wearing uniform. Thank you

Student 9:

My name isI think a good school has beautiful teachers. The canteen is clean and provides many kinds of food. It also has clean canteen and big library with complete books, for example: lesson books, novel, magazines and etc. And then, a good school has clean classrooms and full AC so the students will more concentrate. Thank you.

Student 10:

Hello my friends, good morning. My name isI will describe about a good school. In my opinion, a good school has comfortable rooms and complete facilities because it is very important in teaching learning process. A good school must have clean classrooms. The teachers are kind, professional and friendly. The students in a good school are smart and diligent. I think it is enough and thank you.

Student 11:

My name isI will describe about a good school. I think a good school has clean and comfortable rooms. There are maximum 40 students for each class. It has health room which is clean, big and has complete facilities. A good school has complete facilities such as library and laboratory, and clean toilet. The library has complete collections and large enough. Thank you.

Student 12:

Well, my name isI think a good school has cool and beautiful hall. The classrooms are clean and neat. It also has attractive teachers and diligent students. A good school has complete facilities and good regulation for all students so the students will more discipline. Thank you.

Student 13:

My name isI will describe about a good school. I think a good school has beautiful and professional teachers. The students are good, diligent and smart. There are clean canteens and serve many foods. The toilet is clean and the library has complete books such as lesson book, novel, magazines and etc. It must be comfortable for the students and teachers. Thank you.

Student 14:

My name is.....I want to describe about a good school. Okay, I think a good school has clean and comfortable rooms. It has clean and large sport room. Most students are smart and they are good in wearing uniform. A good school has friendly and good teachers. There are many facilities such as computer, laboratory and hotspot area. Thank you.

Appendix 18 Student's Transcript of Control Group's Posttest

Student 1:

My name is I will describe about a good school. I think the first time we evaluate a school is good or not from some aspects. First is facility. A good school must have complete facilities like laboratories (language, science, social, and many more). And then is reputation. When a student candidate will choose a school, they will look its reputation absolutely. So, good reputation is really really giving influence for the student's willingness in choosing school. Third are achievements. Beside the two things above, a good school must have many achievements like in PMR, Pramuka, and education achievements. Next is about the teachers. The teacher must be fun, patient and kind when they teach in the class. And the last is students. Students also play important role, they have to obligate the rules and be discipline students. Thank you.

Student 2:

My name isI will describe a good school that is SMA N 1 Karangkobar. SMA N 1 Karangkobar is a good school. There are so many good teachers and smart students. It has big building and many rooms such as classrooms, laboratory, office and canteen. A clean class will make learning process enjoy and slow. And then, SMA N 1 Karangkobar is a good and fantastic school.

Student 3:

My name is.....I will describe about a good school. A good school has good teachers. It also has complete facilities. There are many smart and diligent students. A good school has many achievements in every good thing. A good regulation is also needed in a good school. Thank you.

Student 4:

Well, my name isI want to describe about a good school. I think SMA N 1 Karangkobar is a good school. There are many good teachers and smart students. This school has big building and large garden. The classrooms are clean and comfortable. A good school has complete facilities and large library with complete books. Thank you.

Student 5:

Good morning friends. My name isI would like to describe about a good school. I think a good school should use the facilities maximally. Next, a good school has clean and comfortable environment to support the learning process. A good school has purpose to educate the students and make them diligent. A good school also educates the students about religion point. And the last, a good school has discipline students and teachers. I think it is enough about my description. Thank you.

Student 6:

Good morning. My name isI will describe about a good school. A good school has smart students and complete facilities. And a good school has good regulation too. I think the teachers must be fun, friendly and smart so that we can understand the lesson. In addition, a good school has discipline students. There are many achievements and clean environment. Thanks.

Student 7:

Hello, my name is....I would like to describe about a good school. I think a good school must have complete facilities and many achievements in everything in academic and non-academic. A good school has diligent, smart and discipline students. The students must come to the class on time or don't be late. The teacher in a good school must be friendly, kind, smart, funny and come to the class on time. Finally, a good school must has a good system and the headmaster is wise, kind, smart, friendly and can do his job very well.

Student 8:

My name is....I will describe about a good school. A good school has smart and discipline students. The teachers are good and friendly. A good school has pleasant and clean front yard. There are many achievements and complete facilities. The library has many collections such as novel, lesson books, magazines and newspaper. Thank you.

Student 9:

Good morning, my name is.....I will describe a good school. I will describe it in five aspects. First, a good school has smart and diligent students. A good school has good

teachers. It also has complete facilities and many achievements. And then, a good school has pleasant and clean garden. The library is clean and comfortable. Thank you very much.

Student 10:

Okay, my name is.....I want to describe about a good school. A good school has responsible, discipline, smart and diligent students. It has complete facilities such as mosque, computer, classrooms, sport room, health room, etc. a good school has friendly teachers and it has many achievements.

Student 11:

Good morning, my name is.....I will describe about a good school. A good school has many good teachers and smart students. It has big building, many rooms and clean classes so the teaching learning process is in good condition. Thank you.

Student 12:

My name is.....I will describe about a good school. I think a good school has good regulation so that the students will be good too. And then, the teacher must be fun and not boring in the class so the students will understand better. A good school has complete and good facilities. Besides, a good school also has discipline, smart and diligent students. And then, it has many achievements and clean environments. Thank you.

Student 13:

Good morning friends, my name is.....I would like to describe about a good school. A good school has smart students and good regulation. There are good and professional teachers, discipline students and clean environments. I think that's all, thank you.

Appendix 19 Post-Test Scores of the Experimental Group

School : SMA N 1 Karangkobar

Class : X6

Date : Saturday, 17 April 2011

Time : 10.45 a.m. - 12.00 p.m.

No	Code	ASPECTS OF SPEAKING					Score
		Accent	Grammar	Vocab	Fluency	Compre	
1	E-1	4	3	4	3	3	17
2	E-2	6	5	4	6	5	26
3	E-3	4	3	3	3	3	16
4	E-4	5	4	6	6	6	27
5	E-5	4	4	3	3	2	16
6	E-6	3	2	3	4	3	15
7	E-7	3	2	4	3	3	15
8	E-8	4	4	3	4	3	18
9	E-9	3	4	4	3	4	18
10	E-10	5	3	4	5	5	22
11	E-11	4	4	4	4	3	19
12	E-12	3	3	4	4	4	18
13	E-13	4	3	4	4	3	18
14	E-14	3	3	4	4	3	17
15	E-15	4	2	4	4	3	17
16	E-16	3	3	4	4	4	18
17	E-17	4	4	5	4	4	21
18	E-18	3	4	4	4	3	18
19	E-19	4	3	4	3	3	17
20	E-20	3	3	4	4	3	17
21	E-21	3	4	3	4	4	18
22	E-22	3	2	4	3	3	15
23	E-23	3	3	4	4	3	17
24	E-24	4	3	2	4	3	16
25	E-25	3	4	2	4	2	15
26	E-26	4	4	3	3	4	18
27	E-27	4	3	4	3	3	17
28	E-28	4	3	3	4	3	17
29	E-29	4	4	3	3	4	18
30	E-30	4	2	4	4	3	17
31	E-31	3	4	4	3	3	17
32	E-32	5	4	5	4	5	23
33	E-33	4	4	4	4	3	19
	ΣXY	124	110	124	126	113	597

Appendix 20 Post-Test Scores of The Control Group

School : SMA N 1 Karangkobar

Class : X7

Date : Saturday, 17 April 2011

Time : 07.30 a.m. - 09.00 p.m.

No	Code	ASPECTS OF SPEAKING					Score
		Accent	Grammar	Vocab	Fluency	Compre	
1	C-1	5	4	5	5	5	24
2	C-2	2	3	3	3	3	14
3	C-3	3	3	3	3	3	15
4	C-4	3	2	3	4	3	15
5	C-5	2	4	3	3	2	14
6	C-6	5	3	3	4	3	18
7	C-7	4	4	5	4	4	21
8	C-8	4	2	3	3	3	15
9	C-9	3	3	4	2	3	15
10	C-10	3	3	4	2	3	15
11	C-11	2	2	3	4	3	14
12	C-12	5	3	5	5	4	22
13	C-13	3	3	5	4	3	18
14	C-14	5	3	5	5	4	22
15	C-15	4	2	3	3	3	15
16	C-16	3	3	4	3	3	16
17	C-17	4	4	3	4	3	18
18	C-18	5	4	4	4	3	20
19	C-19	4	3	4	3	4	18
20	C-20	4	3	3	4	3	17
21	C-21	3	2	3	2	4	14
22	C-22	3	2	4	3	3	15
23	C-23	5	4	5	5	5	24
24	C-24	2	3	3	4	3	15
25	C-25	4	3	4	3	2	16
26	C-26	3	4	2	3	4	16
27	C-27	4	3	4	3	4	18
28	C-28	3	2	3	4	3	15
29	C-29	4	2	3	3	2	14
30	C-30	4	4	4	4	3	19
31	C-31	3	3	5	2	3	16
32	C-32	4	3	3	4	3	17
33	C-33	3	3	3	3	2	14
	ΣXY	118	99	121	115	106	559

Appendix 21 The Pre-Test and Post-Test Scores

No	Code	Experimental Group		No	Code	Control Group	
		Pre-Test	Post-Test			Pre-Test	Post-Test
1	E-1	12	17	1	C-1	19	24
2	E-2	17	26	2	C-2	13	14
3	E-3	12	16	3	C-3	12	15
4	E-4	19	27	4	C-4	12	15
5	E-5	13	16	5	C-5	13	14
6	E-6	12	15	6	C-6	13	18
7	E-7	12	15	7	C-7	13	21
8	E-8	12	18	8	C-8	11	15
9	E-9	11	18	9	C-9	12	15
10	E-10	14	21	10	C-10	10	15
11	E-11	12	19	11	C-11	11	14
12	E-12	13	18	12	C-12	14	22
13	E-13	12	18	13	C-13	13	18
14	E-14	11	17	14	C-14	16	22
15	E-15	13	17	15	C-15	11	15
16	E-16	13	18	16	C-16	12	16
17	E-17	14	21	17	C-17	11	18
18	E-18	12	18	18	C-18	14	20
19	E-19	11	18	19	C-19	12	18
20	E-20	11	20	20	C-20	12	17
21	E-21	11	18	21	C-21	10	14
22	E-22	12	15	22	C-22	11	15
23	E-23	15	17	23	C-23	17	24
24	E-24	12	16	24	C-24	12	15
25	E-25	13	15	25	C-25	11	16
26	E-26	12	18	26	C-26	14	16
27	E-27	11	19	27	C-27	10	18
28	E-28	12	17	28	C-28	11	15
29	E-29	13	18	29	C-29	11	14
30	E-30	12	17	30	C-30	14	19
31	E-31	11	17	31	C-31	11	16
32	E-32	15	23	32	C-32	11	17
33	E-33	13	19	33	C-33	11	14
Sum		418	602	Sum		408	559
Average		12.67	18.24	Average		12.36	16.94

Appendix 22 The Gain of Pre-Test and Post-Test

No	Code	Experimental Group		Gain (d)	No	Code	Control Group		Gain (d)
		Pre-Test	Post-Test				Pre-Test	Post-Test	
1	E-1	12	17	5	1	C-1	19	24	5
2	E-2	17	26	9	2	C-2	13	14	1
3	E-3	12	16	4	3	C-3	12	15	3
4	E-4	19	27	8	4	C-4	12	15	3
5	E-5	13	16	3	5	C-5	13	14	1
6	E-6	12	15	3	6	C-6	13	18	5
7	E-7	12	15	3	7	C-7	13	21	8
8	E-8	12	18	6	8	C-8	11	15	4
9	E-9	11	18	7	9	C-9	12	15	3
10	E-10	14	21	7	10	C-10	10	15	5
11	E-11	12	19	7	11	C-11	11	14	3
12	E-12	13	18	5	12	C-12	14	22	8
13	E-13	12	18	6	13	C-13	13	18	5
14	E-14	11	17	6	14	C-14	16	22	6
15	E-15	13	17	4	15	C-15	11	15	4
16	E-16	13	18	5	16	C-16	12	16	4
17	E-17	14	21	7	17	C-17	11	18	7
18	E-18	12	18	6	18	C-18	14	20	6
19	E-19	11	18	7	19	C-19	12	18	6
20	E-20	11	20	9	20	C-20	12	17	5
21	E-21	11	18	7	21	C-21	10	14	4
22	E-22	12	15	3	22	C-22	11	15	4
23	E-23	15	17	2	23	C-23	17	24	7
24	E-24	12	16	4	24	C-24	12	15	3
25	E-25	13	15	2	25	C-25	11	16	5
26	E-26	12	18	6	26	C-26	14	16	2
27	E-27	11	19	8	27	C-27	10	18	8
28	E-28	12	17	5	28	C-28	11	15	4
29	E-29	13	18	5	29	C-29	11	14	3
30	E-30	12	17	5	30	C-30	14	19	5
31	E-31	11	17	6	31	C-31	11	16	5
32	E-32	15	23	8	32	C-32	11	17	6
33	E-33	13	19	6	33	C-33	11	14	3
	N = 33	418	602	184		N = 33	408	559	151

Appendix 23**DOCUMENTATION**

Think activity



Pair activity



Share activity

