THE USE OF THINK PAIR SHARE STRATEGY IN TEACHING ENGLISH SPEAKING SKILL AT SMPN 11 BENGKULU SELATAN

(A Classroom Action Research at the grade IX of SMPN 11 Bengkulu Selatan in Academic Year 2021/2022)

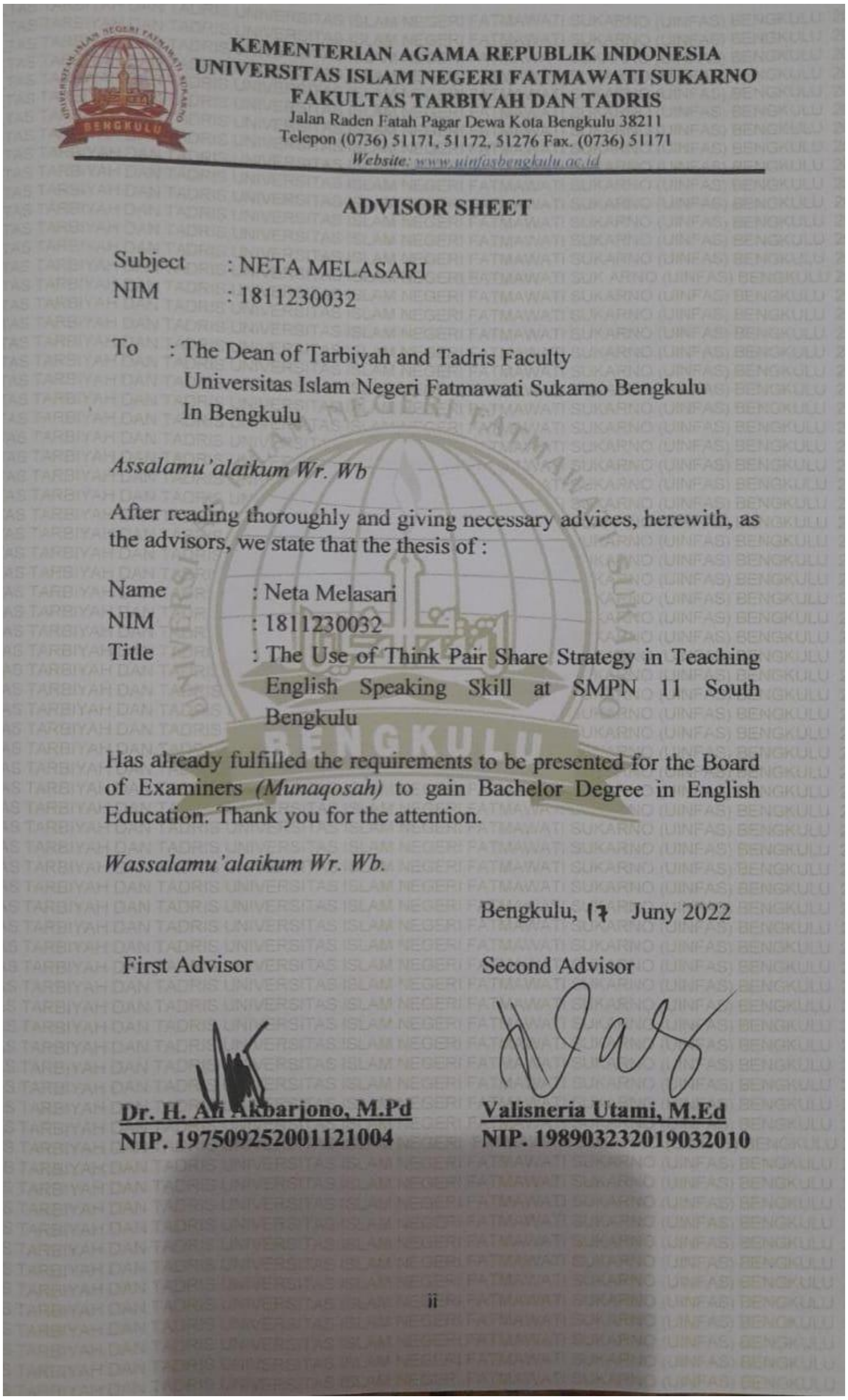
THESIS

Submitted as particular requirements for the degree of *Sarjana*
Pendidikan (S.Pd) in English Education Study Program
Tarbiyah and Tadris Faculty UINFAS Bengkulu

By :

NETA MELASARI
SRN: 1811230032

STUDY PROGRAM ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TADRIS
UNIVERSITY FOR ISLAMIC STUDIES OF FATMAWATI SUKARNO BENGKULU
2022



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
FAKULTAS TARBIYAH DAN TADRIS
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51171, 51172, 51276 Fax. (0736) 51171
Website: www.uinfasbengkulu.ac.id

ADVISOR SHEET

Subject : NETA MELASARI
NIM : 1811230032

To : The Dean of Tarbiyah and Tadris Faculty
Universitas Islam Negeri Fatmawati Sukarno Bengkulu
In Bengkulu

Assalamu'alaikum Wr. Wb

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of :

Name : Neta Melasari
NIM : 1811230032
Title : The Use of Think Pair Share Strategy in Teaching English Speaking Skill at SMPN 11 South Bengkulu

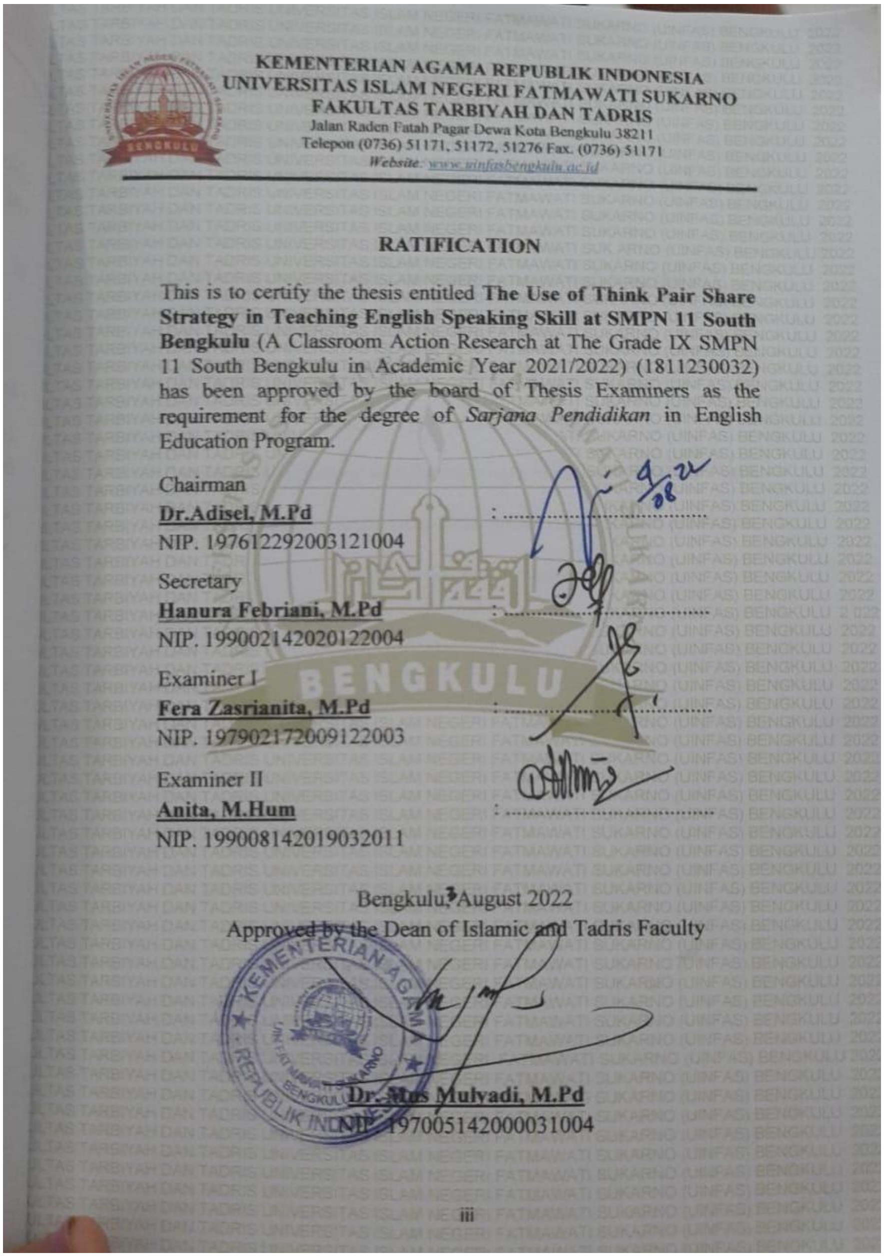
Has already fulfilled the requirements to be presented for the Board of Examiners *(Munaqosah)* to gain Bachelor Degree in English Education. Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Bengkulu, 17 June 2022

First Advisor	Second Advisor
Dr. H. Ali Akbarjono, M.Pd	**Valisneria Utami, M.Ed**
NIP. 197509252001121004	**NIP. 198903232019032010**

TARBIYAH DAN TADRIS UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO (UINFAS) BENGKULU



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
FAKULTAS TARBIYAH DAN TADRIS
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51171, 51172, 51276 Fax. (0736) 51171
Website: www.uinfasbengkulu.ac.id

FAKULTAS TARBIYAH DAN TADRIS UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO (UINFAS) BENGKULU 2022

RATIFICATION

This is to certify the thesis entitled **The Use of Think Pair Share Strategy in Teaching English Speaking Skill at SMPN 11 South Bengkulu** (A Classroom Action Research at The Grade IX SMPN 11 South Bengkulu in Academic Year 2021/2022) (1811230032) has been approved by the board of Thesis Examiners as the requirement for the degree of *Sarjana Pendidikan* in English Education Program.

Chairman
Dr.Adisel, M.Pd : 9/08/22
NIP. 197612292003121004

Secretary
Hanura Febriani, M.Pd : ....
NIP. 199002142020122004

Examiner I
Fera Zasrianita, M.Pd : ....
NIP. 197902172009122003

Examiner II
Anita, M.Hum : ....
NIP. 199008142019032011

Bengkulu, 3 August 2022
Approved by the Dean of Islamic and Tadris Faculty

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

MOTTO

“Karena, sesungguhnya bersama kesulitan ada kemudahan”.

(QS.Al-Insyirah:5)

“Never regret a day in your life. Good days bring you happines
and bad days give you experience”

“Hidup bukan tentang mendapatkan apa yang kamu inginkan,
tapi tentang menghargai apa yang kamu miliki dan sabar
menanti apa yang menghampiri’.Anonim

Bersabar, bersyukur dan ikhlas.

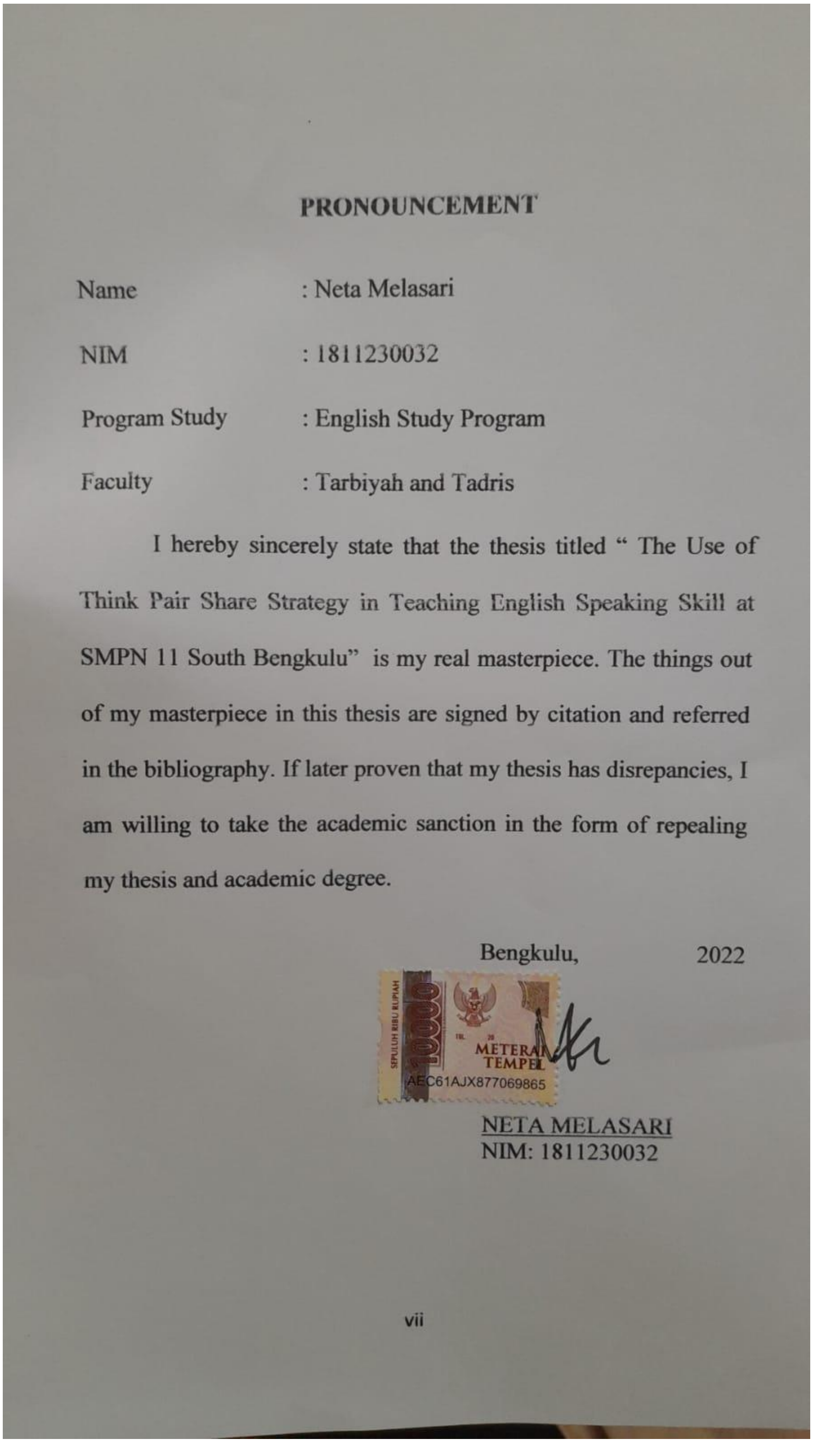
-Neta Mela Sari

DEDICATION

This thesis is dedicated to:

- *My Greatest God, Allah SWT, I really thanks to you because without your blessing, I am nothing in this world.*
- *My beloved parents, Mr. (Marin Alm) and Mrs (Minsarlaini). Thank you a million for supporting me through the power of your pray and everything so that I could this thesis, thanks for everything.*
- *My best grandparent, grandfather (Saiful Ardi) and grandmother (Imai), who always helped and support me during my college journey.*
- *My beloved brother and sister, (Dang Randi Febdiawan S.E) and (Ayuk Ipar Betari Puspita S.E) for always give me support, advince, and kind attention to motivate me during my education.*

- *Someone who is special person in my journey, Mahaji Putra. Thanks for the advince, support, help and pray that you given to me.*
- *All member of my family*
- *My inspiring advisors, Valisneria Utami M.Ed and Dr.H.Ali Akbarjono M.Pd, who had been gave me help, inspiration,support and motivation.*
- *All of my lecturer in English Education study program at UINFAS Bengkulu*
- *My bestie Noni Purnama Sari, Tiara Sella Sutrisno, Tita Asmara thank you for the good time in collage, I will miss all of you and I love you more than anything.*
- *My close friend Ica Agustina, S.Sos thank you for your support and prayers.*
- *All members of A Team Class (TBI 18 A).*
- *My great Almamater University for UINFAS Bengkulu*



PRONOUNCEMENT

Name : Neta Melasari

NIM : 1811230032

Program Study : English Study Program

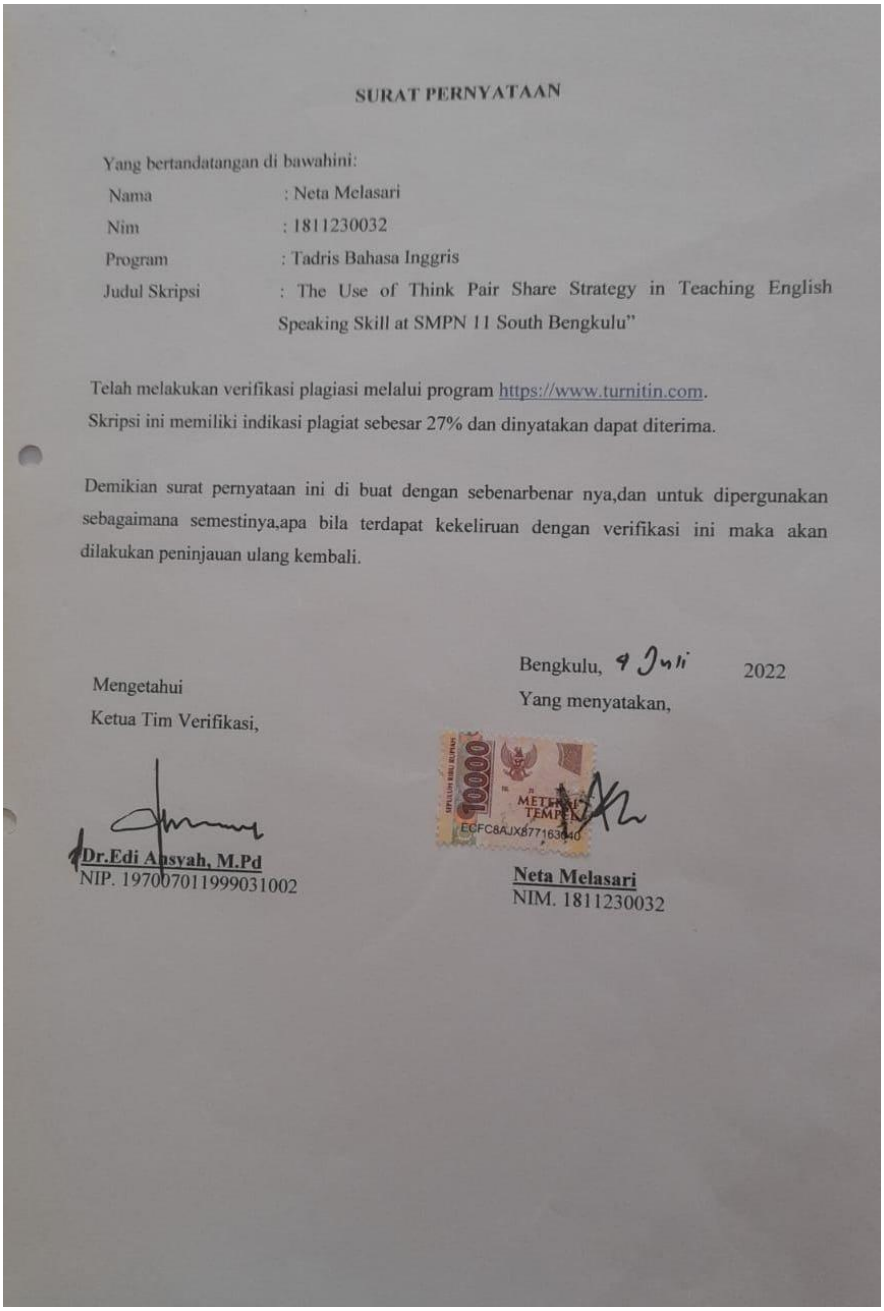
Faculty : Tarbiyah and Tadris

I hereby sincerely state that the thesis titled " The Use of Think Pair Share Strategy in Teaching English Speaking Skill at SMPN 11 South Bengkulu" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has disrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Bengkulu, 2022

SEPULUH RIBU RUPIAH
10000
METERAI TEMPEL
AEC61AJX877069865

NETA MELASARI
NIM: 1811230032



SURAT PERNYATAAN

Yang bertandatangan di bawahini:

Nama : Neta Melasari
Nim : 1811230032
Program : Tadris Bahasa Inggris
Judul Skripsi : The Use of Think Pair Share Strategy in Teaching English Speaking Skill at SMPN 11 South Bengkulu"

Telah melakukan verifikasi plagiasi melalui program https://www.turnitin.com.
Skripsi ini memiliki indikasi plagiat sebesar 27% dan dinyatakan dapat diterima.

Demikian surat pernyataan ini di buat dengan sebenarbenar nya,dan untuk dipergunakan sebagaimana semestinya,apa bila terdapat kekeliruan dengan verifikasi ini maka akan dilakukan peninjauan ulang kembali.

Bengkulu, 9 Juli 2022
Yang menyatakan,

10000
METERAI TEMPEL
ECFC8AJX877163640

Neta Melasari
NIM. 1811230032

Mengetahui
Ketua Tim Verifikasi,

Dr.Edi Ansyah, M.Pd
NIP. 197007011999031002

ACKNOWLEDGMENTS

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master, of the day of judgment, for all blessings and mercies so that the researcher able to research Thesis entiltled : “The Use of Think Pair Share Strategy in Teaching English Speaking Skill at SMPN 11 South Bengkulu” peace in upon prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this Thesis would not be completed with the helps, support, and suggestion from several sides. Thus, the researcher would like to expresses her deepest thank to all of those who had helped, supported and suggestion her during the process of writing this Thesis. This goes to:

1. Prof. Dr. KH. Zulkarnain,M.Pd. as the Rector of UIN FAS Bengkulu.
2. Dr. Mus Mulyadi, M.Pd. as the Dean of Faculty of Tarbiyah and Tadris UIN FAS Bengkulu.

3. Risnawati, M.Pd. as the Head of Tadris Department of UIN FAS Bengkulu.
4. Rossi Delta Fitrianah, M.Pd. as the Secretary of Tadris Department of UIN FAS Bengkulu.
5. Feny Martina, M.Pd. as the Head of Program Study of English Education of UIN FAS Bengkulu.
6. Dr. H. Ali Akbarjono, M.Pd. as the first advisor for the guidance, precious, advices, and motivation for the researcher.
7. Valisneria Utami M.Ed. as the second advisor for her patient in advices the researcher.

Bengkulu, Juni 2022

Researcher

ABSTRACT

Neta Melasari. 2022. *"The Use of Think Pair Strategy in Teaching English Speaking Skill at SMPN 11 South Bengkulu in Academic Year 2021/2022"*.
(Classroom Action Research at the Grade IX of SMPN 11 South Bengkulu in Academic Year 2021/2022)

Advisor I: Dr. H. Ali Akbarjono, M.Pd

Advisors II: Valisneria Utami, M.Ed.

This research is a research that aims to find out the use of think pair share strategies to improve students' speaking skills. The subjects of this study were the ninth grade students of SMPN 11 Bengkulu Selatan for the academic year 2021/2022. Students consist of 30 students in one class as respondents. This study also aims to find out how the process of learning to speak using the think pair share strategy. This research was conducted using classroom action research methods. To analyze the data of this study using test and non-test techniques, the tests were given to students in two cycles. The results of the data analysis showed that there was an increase in students' speaking ability from each cycle. This is shown from the pre-cycle average of 66.55, after using the think pair share strategy in the first cycle there was an increanse in the student's average result, namely 71.177 and for the second cycle after reflection thnere was an increase. an increase in the average student of 77.55. Moreover, in the first cycle there were 53.333% (16 students out of 30 students) who got a score of 755.

Key words : *Speaking Skill, Think Pair Share Strategy.*

ABSTRAK

Neta Melasari. 2022. ***"Penggunaan Strategi Think Pair dalam Pengajaran Keterampilan Berbicara Bahasa Inggris di SMPN 11 Bengkulu Selatan Tahun Pelajaran 2021/2022".***

(Penelitian Tindakan Kelas Pada Siswa Kelas IX SMPN 11 Bengkulu Selatan Tahun Pelajaran 2021/2022)

Pembimbing I: Dr. H. Ali Akbarjono, M.Pd
Pembimbing II: Valisneria Utami, M.Ed.

Penelitian ini membahas analisis yang bertujuan untuk mengetahui penggunaan strategi think pair share untuk meningkatkan kemampuan berbicara siswa. Subjek penelitian ini adalah siswa kelas sembilan SMPN 11 Bengkulu Selatan tahun pelajaran 2021/2022. Terdiri dari satu kelas dengan 30 siswa sebagai responden. Penelitian ini bertujuan untuk mengetahui proses pembelajaran berbicara dengan strategi think pair share. Untuk mengetahui peningkatan kemampuan berbicara siswa dengan menggunakan strategi think pair shre. Penelitian ini dilakukan dengan menggunakan penelitian tindakan kelas. Teknik analisis data yang digunakan dalam penelitian ini adalah teknik tes dan teknik nontes, tes yang diberikan kepada siswa berupa siklus I dan siklus II. Hasil analisis data menunjukkan bahwa ada peningkatan kemampuan berbicara siswa dari setiap siklus. Hal ini ditunjukkan dari rerata pra siklus 66,5, setelah penggunaan strategi think pair share pada siklus I terjadi peningkatan hasil rerata siswa yaitu 71,17 dan untuk siklus II setelah refleksi terjadi peningkatan. peningkatan rata-rata siswa sebesar 77,5. Apalagi pada siklus I terdapat 53,33% (16 siswa dari 30 siswa) yang memperoleh nilai 75. Pada siklus II terdapat 100% (30 siswa dari 30 siswa) yang mendapat nilai 75.

Kata kunci : *Keterampilan Berbicara, Strategi Think Pair Share.*

TABLE OF CONTENTS

COVER

ADVISOR SHEET ii

RATIFICATION iii

MOTO iv

DEDICATION v

PRONOUNCMENT vii

ACKNOWLEDGMENT vii

ABSTRACT x

ABSTRAK xi

TABLE OF CONTENT xii

LIST OF TABLE xi

LIST OF FIGURES xii

LIST OF APPENDIXES xv

CHAPTER I : INTRODUCTION

A. Background of The Study 1

B. Identification of the Problem 6

C. Research Question 6

D. The Limitation of the Problem 7
E. Research Objective 7
F. Research Significance 7
G. Definition of Key Term 8

CHAPTER II : LITERATURE REVIEW

A. English Speaking Skill 10
    1. The Nature of Speaking Skill 10
    2. Speaking Aspect 12
    3. The Function of Speaking 14
    4. Types of Classroom Speaking Performance 16
    5. General Concept of Speaking Skill 18
    6. Indicator of Speaking Skill 20
    7. The Technique of Teaching Speaking 21
B. Think Pair Strategy 24
    1. The nature of Think Pair Share Strategy 24
    2. Steps of Think Pair Share Strategy 27
    3. The Benefit of Think Pair Share Strategy 29

4. The Weakness of Implementing Think Pair Share Strategy 32

C. Conceotual Framework 34

D. Previous Study 35

CHAPTER III: RESEARCH METHOD

A. Research Design.. 38

B. Research Setting.. 41

C. Research Method.. 41

D. Data and Data Sources 51

E. The Technique of Data Collection 52

CHAPTER IV: DATA ANALYSIS AND DISCUSSION

A. Data Analysis 61

B. Report of Cycle I.. 61

C. Report of Cycle II... 70

D. Improved Students Speaking Skill of Cycle I and Cycle II... 77

E. Discussion 81

CHAPTER V: CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS 90

B. SUGGESTIONS 93

REFERENCES

APPENDIXES

LIST OF TABLES

Table 3.1 Speaking Measurement 54

Table 3.2 Guidelines for Assesment of Speaking Skiils 58

Table 4.1 The Score of Students Speaking Skill Cycle I 64

Table 4.2 Percentage of Students Speaking Skill Cycle I ... 66

Table 4.3 Student Observation Sheets Cycle I 68

Table 4.4 Teacher Observation Sheets Cycle I 68

Table 4.5The Score of Students Speaking Skill Cycle II 72

Table 4.6 Percentage of Students Speaking Skill Cycle II .. 74

Table 4.7 Student Observation Sheets Cycle II 75

Table 4.8 Teacher Observation Sheets Cycle II 76

Table 4.9 Improved Students Speaking Skill of Cycle I and Cycle II 78

Table 4.10 Improved Arange Score Cycle I and Cycle II in Each Aspect 79

LIST OF FIGURE

Figure 4.1 Diagram Improved Students Speaking Skill.......80

LIST OF APPENDIXES

Appendix 1. Lesson Plan

Appendix 2. Research Schedule

Appendix 3. Silabus

Appendix 4. The Score of Students Speaking Test Cycle 1

Appendix 5. Percentage of Students Speaking Skill Cycle 1

Appendix 6. Students Observation Sheets Cycle 1

Appendix 7. Teacher Observation Sheets Cycle 1

Appendix 8. The Score of Students Speaking Test Cycle 2

Appendix 9. Percentage of Students Speaking Skill Cycle 2

Appendix 10. Students Observation Sheets Cycle 2

Appendix 11. Teacher Observation Sheets Cycle 2

Appendix 12. Documentation

CHAPTER I

INTRODUCTION

A. Background

Speaking skill is the ability to convey feelings and ideas in spoken language. Speaking skills are the most important part of everyday life because speaking can produce tens of thousands of people and thousands of words. As humans, people learn to speak at least one language as they grow older. Speaking skills can form an opinion or a new idea about something to be informed directly.

In addition, speaking is an activity that involves someone to exchange ideas through talking. Richards (2008: 19) states that speaking skills are part of one's activities to interact with other people. By speaking, students will be able to express ideas and feelings spontaneously with other people. Students can also share the information they know, suggest something and comment with others through communication. There are so many difficulties that students experience when speaking, especially speaking English, for example, lack of vocabulary that can have an impact on confidence to speak, an uncomfortable environment also makes them not confident to speak and not focus, and many more.

Some students at school sometimes still hesitate in speaking English in class. Due to the lack of opportunities given by educators to students to speak, the use of strategies in the learning process that is still monotonous or not varied and students' lack of motivation to focus more on learning English. For example, according to student information during the learning process, the teacher only explained the material with a lecture, then students were asked to listen and answer questions according to the material being taught. From these activities, it can be seen that the activeness of students in learning is still very low, especially speaking activities, so students will feel bored and not interested in participating in learning.

This fact makes teachers have to play an important role in paying attention for the process of teaching speaking to continue to develop students' communicative abilities. As a result, teachers must be able to create a student learning process by using good strategies in teaching English that are more interesting and effective, fun so that students can actively speak. Nunan (2003) explains that the language teaching method is a set of procedures that the teacher must follow in the classroom. Methods are needed to motivate students to learn and help students understand the material they are studying. A method will be a bridge between teachers and students in processing material in the learning process.

Based on pre-observation and interviews with english teachers at SMPN 11 South Bengkulu, learning speaking skills is still not effective so that students' speaking skills are low. The speaking ability of students is on average 50%, while the learning outcomes of students' speaking skills who have reached the KKM are 40% as evidenced by the final grades of students. When the researcher made observations during the school, the researcher observed that during the teaching and learning process in the classroom and there are some students who less confident when asked by the teacher to answer. Some students whose body movements or body language are still lacking when speaking, students have not been able to adjust the components of speech such as vocabulary, students also have difficulty spelling and arranging sentences in spoken form, the classroom atmosphere when learning English also looks monotonous.

With these facts, the researcher interested in using the Think Pair Share strategy in learning speaking skills to improve these speaking skills. The TPS learning model is a discussion strategy to increase student participation in class. In this model, students work in pairs by thinking about a problem, then brainstorming and then sharing. Barkley said that the "Pair" and "Share" components can encourage and compare their understanding of others thereby increasing willingness and readiness to speak in larger groups (Lyman: 1987).

This study aims to determine whether using the Think Pair Share strategy can improve the speaking skills of class IX A students at SMPN 11 South Bengkulu or not, and to find out the advantages and disadvantages of implementing a discussion using the Think Pair Share strategy to improve students' abilities. ' ability. speaking skills. The researcher wants to use the Think Pair Share problem that occurs in the teaching and learning process of speaking in class. The researcher say the Think Pair Share strategy is more interesting and fun. And can make enjoy in learning and teaching speaking English. So it will help the teacher in teaching speaking. Therefore, the researcher conducted this research with the title "The Use of Think Pair Share Strategy in Teaching English Speaking Skill at SMPN 11 South Bengkulu, Academic Year 2021/2022".

B. Identification of the Problem

Based on the description presented above in the background of the problem above, the researcher will identify the following problems:

1. Students do not have confidence in speaking.
2. Students interest in speaking is still lacking.
3. The average students still get a score below the KKM.
4. Strategy was used by teacher learning English is monotone.

C. Research Question

Based on the background, the problem of this research is the lack of students speaking skill at class XI SMPN 11 South Bengkulu. The researcher formulates the following problems:

How could Think Pair Share Strategy increase speaking skill at SMPN 11 South Bengkulu?

D. The Limitation of the Problem

a. The subject of this research is at Class XI SMPN 11 South Bengkulu in Academic year of 2021/2022.
b. The research only investigates how “Think Pair Share strategy” can improve students speaking skill.

E. Research Objective

The objective of this study to improve students' speaking skills using the Think Pair Share strategy.

F. Research Significance

The significance of this study will be explained as follows:

1. This study could improve students interest and ability in learning speaking by using Think Pair Share strategy.
2. This study would be useful for the school because this thecnique contrubutes to fulfill the schools target in improving students speaking skill.

3. This study is expected to improve teachers knowledge about varios strategy in teaching speaking especially Think Pair Share strategy.
4. This study would be useful for other researchers as their references in conducting their research.

G. Definition of Key Term

To avoid misunderstanding in understanding research entitled The Use of Think Pair Share Strategy in Teaching English Speaking Skill at SMPN 11 South Bengkulu, the terms in the title are as follows :

1. Speaking

   Speaking is an oral interaction. Involving two or more people to interact with each other and share opinions or ideas. That is, speakers must communicate with others. Therefore, speaking is communication that is carried out through direct interaction and verbal exchange that occurs between two or more people Richards (2008: 19).

2. Think-Pair-Share (TPS)

   Think-Pair-Share (TPS) In this model, students work in pairs with think of a problem, then exchange ideas and then share. Barkley said that the "Pair" component (partners) and “Share” (sharing) can encourage and compare their understanding of others so as to increase the willingness and readiness to speak in groups bigger (Lyman :1987).

CHAPTER II

LITERATURE REVIEW

A. English Speaking Skill

1. The Nature of Speaking Skill

Speaking skills are expressing something orally, where there are speakers and listeners, speakers who can convey a language and listeners get information and process that information speaking skills are very important to master, especially in the teaching and learning process. The 2013 curriculum explains that speaking skills aim to make students able to specifically master many things ranging from transactional, interpersonal, and direct goals in life and in society, in concrete and imaginative ways. This should be mastered and done by students when they can speak well around them, especially if they learn to speak English.

According to Spratt (2005: 34) states that speaking skills are productive skills. Using good and clear speech acts aims to convey meaning or ideas to others appropriately so that people are able to understand what is being conveyed. In speaking skills, creating verbal exchanges with others to provide clear information. That is, express something or what they feel verbally. Speaking is a process of interacting with each other, using verbal language and must be able to be mastered by learning and applying it, especially for the use of everyday conversations where speakers can interact with each other in conversation and produce an understanding.

According to Richards (2008: 19), speaking skills are oral interactions. The verbal interaction involves two or more people interacting and sharing opinions or ideas. That is, speakers must communicate with other people, for example through group work, working on joint tasks, and other strategies they present accessible sequences. Therefore, speaking is communication that is carried out through direct interaction and verbal exchange that occurs between two or more people.

Based on the theory above, it can be conluded speaking skills are skills that enable us to communicate effectively because it is done verbally. The speaker provides the ability to convey information verbally and can be understood by the listener.

2. Speaking Aspect

A speaker when he wants to convey something he must determine what aspects will be discussed. Brown (2001) states that there are four aspects of speaking that students should pay attention to in speaking skills, namely:

a. Pronunciation

In the Oxford dictionary (2008) states that pronunciation is a language or certain words or sounds spoken clearly. In addition, the AMEP Research Center (2002) explains that pronunciation aims at the production of sounds that we use to convey meaning clearly.

b. Grammar

Harmer (2001: 12) states that grammar is a description of how to change words and can be combined into sentences that are good in language pronunciation. Grammar is also one of the most important components of language because speakers and writers communicate and convey their messages or ideas clearly and meaningfully because of their good grammar skills and understanding.

c. Fluency

Language skills are fluency related to the speed and ease used by a language learner in performing one of the four core language skills of speaking, listening, reading, and writing.

d. Vocabulary

Vocabulary is a basic aspect of language that must be mastered before mastering English skills because without vocabulary, sometimes it is not possible to clearly answer what the speaker is saying.

3. The Function of Speaking.

According to Richard (2008:21) speaking has three functions, namely:

1) Talking is an interaction.

Talking is called interaction because it refers to conversation and describes the process of interacting that serves a social or other function. For example, when they meet other people, they exchange greetings, talk lightly, and so on.

2) Talk is a transaction.

   Talking is a transaction it refers to a situation where the focus is on what someone said to achieve a goal or be accomplished. In this function, the speaker must be able to convey the message accurately so that the listener clearly understands what is being conveyed, so that the transaction process can run well and smoothly.

3) Talk is a perfomance.

   Talk is a performance, this is a public conversation that conveys information, such as class presentations, announcements, and speeches. The function of speaking is speaking as an interaction (social function), speaking as a transaction (to get something done), and speaking as a show (speaking in public).

4. Types of Talking in Class

Brown (2001) states that there are several categories of speaking, namely: imitative, intensive, responsive, transactional, interpersonal and extensive.

a. Imitative performance is the performance of students imitating a sentence or word. Students try to determine certain vowels or study intonation contours. With the aim of imitation not for meaningful interaction but focus on certain elements or forms of language.

b. Intensive is designed to train various phonological or grammatical aspects of language, intensive performance is to include each prescribed speech performance. Brown (2004:273) also states that intensive speaking relates to the production of short spoken language as a means of demonstrating competence such as grammatical, phrasal, lexical, or phonological relationships (prosodic elements: intonation, stress, rhythm, point in time).

c. Responsive is a short reply, which is an example of speaking that is displayed not extending into the dialogue of conversation, for example a normal or basic greeting, short or simple requests and comments, etc.

d. Transactional is a form of language that is an extension of responsive language. Transactional purpose is to convey or share certain information. Transactional is an example of a conversation.

e. Interpersonal or can be called (dialogue) tends to social relations better than exchanging information with each other. There are Several elements that may be involved in the dialogue such as ordinary registers, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, etc.

f. Extensive planned oral production. Extensive can be in the form of reports, summaries, and speeches.

5. Concept of Speaking Skill in General

Learning English is like if you don't practice or repeat it, there's no knowledge. English as part of communication, speaking more like representing what someone wants to say. By speaking, everyone can express what is in their mind, an idea, and those thoughts can be freely or spontaneously. For most people, mastering speaking skills is one of the most important aspects of learning a second or foreign language, and speaking success can be measured in terms of the ability to have conversations in the language itself.

“Speaking is a language art that is most often used by all humans around the world. The art of speaking is very complex. It requires the simultaneous use of a pool of abilities that often advance and develop at different rates. In general, there are five components of speaking skills related to understanding, grammar, vocabulary, pronunciation, and fluency" (Syakur, 1987).

Speaking is a very productive skill and can be observed directly and empirically, so there are types of speaking assessments that can be used in assessing speaking skills. According to Brown (2003) he identified five types of judgment in speaking, the first is imitative speaking. This is the ability to speak to simply imitate (imitate) a word, phrase and a sentence. This is a purely phonetic level of spoken conversation, a number of prosodic, lexical and grammatical features of the language are included in the performance criteria.

Responsiveness includes all interactions and understanding on the test but in very short and concise conversations, standard greetings and small talk, few requests and corrections, and fabrics. Then talk interactively. There is a difference between responsive and interactive speaking, which is in the length and complexity of the conversational interaction. Interaction can take two forms of transactional language. The last is extensive speaking (monologue). In charge of a wide range of oral productions such as speeches, class presentations, and storytelling, where opportunities for oral interaction from listeners are very limited.

In this study, researchers chose interactive speaking assessments in order to build good communication with students so that they are able to interact with other people in national and international competitions.

6. Indicators of Speaking Skill

According to Van Duzer, students' speaking skills and students' speaking habits are very important because they have an impact on students' success during any exchange. Students must be able to be speakers when they want to anticipate and then produce the expected patterns of certain discourse situations. Students must also be able to master other elements such as repetition of words which requires them to have a large vocabulary because when they discuss they will provide feedback, turn, or diversion. Students must know the usual patterns that these interactions follow and access knowledge as the exchange takes place. Students must also be able to rearrange or emphasize words to clarify a description, and use facial expressions that match what is said.

7. The Techniques of Teaching Speaking.

According to Pollard (2008:34), there are several techniques to involve real communication as follows:

1) Information gap.

Each student in the group must have a lot of information because it is needed to complete the task or activity given by the teacher in class. This information gap aims to share information and complete their respective tasks.

2) Discussion.

   The teacher tries to find a topic of conversation that will generate student opinions rather than making all students just say they agree. Examples include city life and rural life, environmental issues, traditional and alternative medicine.

3) Debate.

   It uses a controversial topic because the speaker presents one point of view on the topic and the other speaker conveys a difference of opinion.

4) Spontaneous conversation.

   This allows students to communicate about themselves that others may be interested in, for example, vacation stories, movies they watch. The teacher's role is to encourage, help with language or difficulties in their communication.

5) Role play.

Students are involved in taking roles and carrying out discussions with others who play their roles. The teacher explains and manages the situation when it takes place. The students prepare themselves and in groups, students who play the same role prepare together. Then, they formed a new group to have a discussion.

Based on the theory above, the researcher concludes that speaking skill is the ability to express something directly. Talking with the aim of sharing information such as sharing knowledge, telling stories, experiences, ideas, etc. Speaking must involve more than one or more people to make a communicative interaction, that is, there must be a speaker and a listener. Speakers who convey messages to listeners and vice versa listeners who respond because speaking skills are activities that not only produce words or sounds, but also acquire meaning. Through working groups and then exchanging opinions. Then based on Florez's theory, students who experience speaking skills can be seen from several indicators:

1. Students do not have confidence in speaking.
2. Students interest in speaking is still lacking.
3. The average students still get a score below the KKM.
4. Strategy was used by teacher learning English is monotone.

B. Think Pair Share Strategy

1. The Nature of Think Pair Share Strategy

Think Pair Share is a cooperative learning strategy. According to Arends (2012:370) Think Pair Share Strategy was developed by Frank Lyman in 1985. Think-Pair-Share is an effective strategy to change the atmosphere in the learning environment in the classroom. Strategy This provides time to think, respond, and exchange ideas. Therefore, Think-Pair-Share is a strategy whose teaching and learning process makes students more active and creatively active in the classroom.

Think Pair Share is a very simple but very useful strategy. Because of this strategy, the teacher gives a topic or question to students in class, then students are asked to think and answer questions from the teacher themselves, then students are made in groups or in pairs, then students discuss to find agreement on the answers among their groups. Finally, the teacher asks students to present the answers they discussed to all other students in the class. This strategy also provides opportunities for students to work alone or in collaboration with others. With this, students have many opportunities to be able to produce good speaking skills, especially English speaking skills to share or exchange information in class.

According to Lie (2008:57) Think Pair Share is a type of strategy model created to provide opportunities for students to show their participation in other people in the class. With this Think Pair Share model, students have many opportunities to participate actively so that students gain a deeper understanding. Based on this opinion, the Think Pair Share (TPS) cooperative learning model makes the involvement of all students active in the learning process, it will have a positive impact on the development of students' speaking skills.

In addition, Think Pair Share is a strategy that was initiated to provide opportunities for students to think about certain topics and support students to formulate their ideas with other students. Students have the opportunity to convey ideas that arise in their minds in response to questions given by the teacher in the teaching and learning process in class. Then students take turns in pairs and share with others.

Based on the description above, Think-Pair-Share refers to cooperative learning that makes students work in pairs or groups. Students have topic or problem ideas, or perhaps individual answers, they share ideas with partners. Therefore, they have the opportunity to present their ideas and share them with the whole class or in groups.

2. Steps of Think Pair Share Strategy

According to Yerigan (2008) as quoted in Azlina (2010), there are three stages of implementing the TPS strategy that are :

1) Think- Individually

All students think about the assignments given by the teacher. Then the teacher will give time to write down their own response ideas before discussing them with their partner. Then, the response should be conveyed to the teacher before continuing to work with the partner.

2) Pair- with partner

Students need to form pairs. The teacher gestures for the students to share their responses with their partner. At this stage, each student discusses in pairs. From the results of the discussion, each pair will conclude and produce a final answer from their discussion.

3) Share- to the whole class

The teacher asks group pairs to share the results of the discussion or student responses with other class members. At the whole group discussion stage, each pair discusses in class to find similarities or differences in responses and then share opinions, namely by working together.

From the explanation above, it can be concluded that the teacher gives time for students to discuss a topic or a question. Second, students are divided into pairs and they have to share, discuss and express their opinions in pairs. Finally, student representatives share their ideas with the rest of the class or with other pairs.

3. Benefit of Think Pair Share Strategy

    a. For students

According to Azlina (2010) TPS can increase students' self-confidence. Many students will feel more confident when discussing with their partner first before they have to speak in front of the class.

Second, the use of timers creates opportunities for students to discuss the ideas that are on their minds. In this construction stage, students know what they know and what they don't know because it is very useful for students. Therefore, students are actively involved in the discussion. This occasion, students will think critically when discussing and reflecting on a topic. Students have many opportunities to exchange their thoughts with other students, so this will increase their involvement.

Last, Think Pair Share Strategy improves students' communication because they have time to discuss ideas. The responses received are therefore often more intellectually concise because students have the opportunity to reflect on their ideas.

From the statement above, it can be concluded that TPS strategy has many advantages. They connect from other students, increase students' confidence, provide opportunities to share their thoughts, convey their critical thinking, and improve the quality of student response.

b. For teachers

Using the Think Pair Share technique, the teacher is able to build a pleasant classroom atmosphere. The teacher creates a new atmosphere to attract students to talk. Teachers can motivate students to dare to express their ideas or feelings and students are able to answer questions in class. By using this strategy the classroom atmosphere changes because students become active students during the learning process.

Second, the teacher can control the classroom atmosphere well. The classroom atmosphere is no longer centered on the teacher alone but on the students. Students are used as the center of the teaching process. The classroom atmosphere is not only about spending time asking students to answer questions and asking them to share them in front of the class. Teachers are more creative in making new material to be discussed in the teaching and learning process.

4. The Weaknesses of Implementing Think Pair Share Strategy

Lie (2008) stated that there are several problems in working in pairs. First, with the large number of groups of teachers, they are required to always monitor students in class. Both groups consisted of two students so the students did not have good ideas. In addition, there will be boredom felt by students because they have to work together with team members who do not change. The solution to this problem, the teacher must replace members not other members by dividing groups based on the number of students, the number of tables, or depending on the choice based on the wishes of the students. Then they can interact with other students in the class because they have changed groups. So that it can reduce the boredom of students in implementing this strategy.

With this it can be concluded that the use of TPS strategy is good for teaching English. However, there are only a few problems that may arise in using this strategy. Like the teacher it is difficult to help students during discussion activities because of the large number of groups. Teachers must pay attention to students when implementing strategies in order to reduce problems in the learning process.

C. Conceptual Framework

Based on observations and interviews at SMPN 11 South Bengkulu, the researcher found several problems in the speaking process. One of them is related to the condition of students who are embarrassed to express their opinions in English. They say them in a whisper. They don't trust themselves to express their opinion. They did not raise their hands and waited until the teacher called his name. In addition, they still lack vocabulary items. They find it difficult to convey their ideas. The activities are monotonous so most of the students listen and answer. As a result, they find the activity boring and not interesting at all.

Based on class problems, TPS will be applied as a technique in an effort to improve students' speaking skills. Think-Pair-Share is used because the teacher places students less often during training can be facilitated through working in pairs. Working together will have a positive impact on students' vocabulary, pronunciation and learning materials self-esteem. They have the opportunity to practice speaking with their partner.

D. Previous study

The first study performed by Feni Cahyani (2018) entitled “The Use of Think-Pair-Share strategy to Improve Speaking Performance”. The researcher employed a quantitative method with experimental study of pretest and posttest control group design to investigate whether the use of TPS strategy can boost students’ speaking skill performance or not (Weda, et al., 2021). This research conducted in the third grade students of MTsN 2 Banda Aceh in which the number of the sample were 25 students from class IX-2 and IX-3. The study found that the score of students’ speaking performance increase after they learning trough TPS strategy. This finding can highly be recommended for teachers in teaching EFL class.

The second study conducted by Fitria Nurulaeni and Ch Ismaniat (2019) did research entitled Think-Pair-

Share Model: Improving Activeness and Communication Skills of Prospective Elementary School Teachers. The researchers implemented think-pair strategy with action plan used a qualitative approach to find out the improvement communication skill of students. The sample of this study were 43 students of elementary teacher education (ETE) program at one university in Yogyakarta. As it enhanced student behavior and communication skills, implementing the think-pair-share model in the basic science concept subject was successful. The findings indicate that an increased percentage of each sign was present.

The third Annisaa Eka Warliati developed the following study on TPS strategy, Zainal Rafli and Darmahusni entitled "Discussion and Think Pair Share Strategies on Enhancement of EFL Students' Speaking Skill: Does Critical Thinking Matter?" This study aims to investigate the strategies of learning such as Discussion

Strategy and Think-PairShare Strategy/TPS, which are mediated by critical thinking on the speaking skill. The sample of this research were 60 students of the Department of English Education at a private university in Cirebon. This study implemented an experimental research design with a 2X2 factorial design. The study showed four major findings. First, the scores of discussion strategy was higher than those of think pair share on improving students' English speaking skill. Second, the scores of high critical thinking level was higher than those of low critical thinking. Third, learning strategy and critical thinking toward English speaking skill related each other. Fourth, there was no improvement in students' speaking skills using strategy and Think Pair-Share strategies in the low critical thinking level group.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research employed classroom action research. Arikunto, Suhardjono, and Supardi (2015:1) explain that classroom action research (ECAR) is research that describes what events occur when treatment is given, classroom action research also shows the process from beginning to end whether it has an effect or not. It can be said that Ecar is a type of research that shows the process and results to improve the quality of teaching and learning.

The researcher will conduct the students of class IX A at SMPN 11 South Bengkulu. The researcher took one of the classes whose students' speaking ability still had the lowest average score. The researcher asked the English teacher in the class, he said that based on his experience during the teaching and learning process of speaking skills, the researcher found problems from the teacher such as the inability of students to speak, especially English. The researcher choice the Think Pair Share strategy as a solution to fix problems in class.

Classroom action research has the following principles: (1) educators and education staff have the main task of creating or organizing a good and quality learning process in the classroom; (2) research is an integral part of the teaching and learning process, which does not require specific time or data collection methods; (3) the research process is an integral part of learning so it must be carried out by sticking to certain scientific lines and rules; (4) problems that exist or are experienced are real learning problems and involve professional responsibility and commitment to diagnosing problems rather than real events that occur in the context of learning that is not wrong; (5) being consistent and caring to try to improve the quality of learning is very much needed in schools; (6) classroom action research has a scope that should be limited to learning problems in the classroom, but can be extended to levels outside the classroom, for example system or institutional level.

Based on the experts above, it is concluded that classroom action research is a research that has a reflective nature by carrying out certain actions to make improvements in an effort to improve the quality of learning practices in the classroom so that students can get better learning outcomes than before. Further explanation that Classroom Action Research includes four stages, namely planning, implementation, observation, and reflection.

This research was conducted with the reason to be able to see the improvement of speaking skills including the process and learning outcomes by applying the Think-Pair-Share strategy. In the results of the initial observations made by researchers in September, researchers found that speaking skills had never been done using the Think Pair Share strategy.

B. Research Setting

The object of Classroom Action research was the students of class IX A of SMPN 11 South Bengkulu. The researcher chooses the class because most of the students have low on speaking skill.

C. Research Method

In this research, the researcher uses classroom action research. Encouraging students to participate actively in the process of learning activities in class in order to improve the process of speaking skills using Think Pair Share Strategy. Action research is a systematic process for solving problems in an educational institution or schooland make repairs. Classroom Action Research is broad movement research that has been going on in general education for some time. This is related to the reflective notion of practice and the teacher as a researcher. This means that action research is a handy way of looking at an exercise to check if it's the way you feel it should be.

Action research is carried out by one or more individuals or groups to the purpose of solving a problem or obtaining information to inform practice. Those involved in action research generally want to solve several types of day-to-day issues, such as performances to reduce absenteeism or

incidents of vandalism among students, motivating student apathy, looking for ways to use technology to improve English teaching, or increase funding.

In addition, Yogesh Kumar (2016:48) state that action research is a method to improve and modify the classroom work system in schools. From the explanation above, it can be concluded that the class action research is research in the teaching and learning process in the classroom which aims to solve a problem or fix something. The main objective of Action Research is to identify 'problematic' situations or problems that are participants which may include teachers, students, managers, administrators, or even parents consider taking a deeper and systematic look.

The purpose of this research is to find a solution to the problem. In this research the researcher needs collaborators to help him in this action research because it is still a new writer. Arikunto (2010) defines collaborative research as research conducted together by helping friends. The author asked the English teacher in the tenth class, she is Mrs. Herni S.Pd as a research collaborator in conducting research.

1. Cycle I
    1) Planning

        Planning stage the researcher must put together all the wishes in speaking capabilities from the beginning of the have a look at to the end, in order that the results of this examine may be according with what the researchers assume. The planning steps encompass: (1) preparing a lesson plan (RPP) related to speaking skills and making use of think Pair share techniques, (2) researchers getting ready gaining knowledge of materials, (3) researchers growing test and non-test devices (remark publications, interviews). manuals, and documentation). and (four) researchers collaborate with class k instructors while getting to know might be executed in class.

2) Implementation

The actions taken should be according with what has been planned from the start of the research. The moves taken in trendy are carrying out talking abilities getting to know activities the usage of the assume Pair share strategy. This level has 3 stages, specifically apperception, studying technique, and assessment. The apperception level is the adjustment level for college students in order that they may be prepared to follow the learning method. This stage is inside the shape of the trainer greeting students when beginning mastering activities, the instructor asking the pupil's circumstance, and the teacher frightening students to bring the obstacles experienced for the duration of the talking learning method.

a. Think- Individually

   At this stage, each student is given time to think about the assigned task. Students also express their own ideas or responses before discussing these responses with their partners.

b. Pair- with a partner

   Students are formed in pairs. The teacher just gestures for the students to share their responses with their partner. At this stage, each pair discusses ideas for assignments given by the teacher. At the end of the discussion, each group concludes and gets the final answers for their assignments.

c. Distribute-to the whole class.

At this stage the teacher questions group pairs to share the results of the discussion, in the learning team with all students in the class. After that there was a big discussion where each pair discussed the results of their discussion in front of the class to find similarities or differences in responses or opinions from various other pairs.

3) Observation

The observation phase carried out is observations made during the learning process carried out at school. This stage reveals events related to teaching and learning activities in the classroom, both student activities during learning activities and student responses to learning strategies. Data development was carried out by means of tests and non-tests. In the observation process, data were obtained in several ways, namely (1) conducting written tests on students to determine students' speaking skills and improvement after two cycles, (2) student observations to determine student behavior or activities during learning activities, (3) photos to very important documentation as a report in the description of student activities during learning.

4) Reflection

Reflection is the stage where the researcher sees the results of the actions and observations made. If there are unsatisfactory results, as a material for improvement in cycle II. There are several evaluation results that can be used as reflections, namely (1) are there advantages and disadvantages of the think pair share strategy used by teachers during the teaching and learning process, (2) the results of researcher observations in cycle I, (3) actions taken by students, and (4) the actions taken by students are examined by researchers during the learning process. Then the results of this reflection can be compiled as a learning implementation plan for cycle II. Problems in cycle I that arise can be found a way out in cycle II, if for example there is an excess it will be maintained.

2. Cycle II

The second cycle process is a contincuation stage the first cycle, the process is the samee as the first cycle, but the second cycle is an improvements stage in first cycle learningg process which is not perfect. In the first cycle, there was no clear data on improving speaking skills using the TPS strategy, so that in the first cycle the students' speaking ability could not be said to have increased. The improvement of the teaching and learning process in cycle II was found in the preparation during the learning process, the learning atmosphere to be more comfortable and concentrated. The steps in cycle II are:

1) Planning

   The planning stage on this 2d cycle, gaining knowledge of has been improved and delicate. The deficiencies that befell in the first cycle might be corrected. The teacher prepares test and non-test questions in cycle II, and the researcher coordinates with the difficulty teachers in magnificence.

2) Implementation

Second cycle, the movements taken had been upgrades inside the first cycle by means of correcting mistakes and completing present deficiencies. The motion in cycle II isn't the same as cycle I, particularly before students start speaking, the instructor explains first the errors that arise in cycle I, then college students are given directions in order that speakme activities in cycle II become better.

b. Observatiomn

Commentary student observatioons have been executed at some stage in the studying process, in cycle II there increase in student behavior test effects. student behavior is observed starting from the activity of college students carrying out assignments, the way college students convey the outcomes in their assignments and the manner students reply to what is said by the teacher.

c. Reflection

At this mirrored image degree, it's miles received by paying interest to test results and non-check outcomes which include pupil observations, interviews, and photo documentation. in the second cycle, mirrored image makes conclusions and unearths out the effectiveness of using the TPS strategy in speaking and sees the development of students' speaking talents, in addition to to find out modifications in student conduct after taking part in learning.

D. Data and Data Sources

1. Data

The data for this class action research are the truth and numerical results about improving speaking skills using the think pair share strategy in class IX A students of SMPN 11 Bengkulu Selatan.

2. Data Sources
   a. Resource persons are teachers and students of class IX A SMPN 11 South Bengkulu
   b. The research place for the teaching and learning process of English is held in the classroom when there is a learning process where the think pair share strategy is used. The archives and the documents needed are the attendance of students, teachers, a list of English grades for grade IX A students of SMPN 11 Bengkulu Selatan, K13 and all things that support the implementation of the research.

E. The Technique of Data Colections

The data obtained are using qualitative and quantitative data, while the data collection technique used in this research is to do tests and non-tests to measure or get the results of improving speaking skills with the think-pair-share strategy.

1. **Technical Test**

Data collection in the study was obtained by using a test. The test was conducted twice, in cycle I and cycle II. The test material refers to every aspect of speaking assessment. The researcher made each student by speaking English. Furthermore, there will be an evaluation of the process of learning to speak English using a question and answer test in class. In the first cycle the test results will be analyzed so that they can see and find out the weaknesses of speaking to students, then become a reference for solving them in the second cycle. In cycle II, the results were analyzed in order to find out the improvement in speaking skills using the think pair share strategy. Student tests are assessed by following Harris's (1969) theory as follows:

Table 3.1

Speaking Measurement

Component Speaking Measurement	**Points**	**Behavioral Statements**
Pronounciations	5	At least have a foreign accent even if a little
	4	although one is aware of a definite accent, but always understandable.
	3	Pronunciation requires a concentrated listener because it sometimes causes misunderstandings during interactions.
	2	The pronunciation problem is very difficult to understand. So it must be repeated.
	1	Pronunciation becomes a

		problem sevare when speech is almost incomprehensible.
Grammar	5	Make visible structural or grammatical or word order errors (if any).
	4	Making grammatical errors and wrong word order will obscure meaning..
	3	Makes grammatical and word order errors that sometimes obscure meaning constantly.
	2	Errors in the grammatical arrangement and the order in each word will make understanding more difficult. Therefore, they must often rearrange sentences or by limiting themselves to basic patterns.

	1	Errors in every grammar and idiom can hardly be understood clearly.
Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
	4	Sometimes uses un appropriate terms and/or rephrase ideas because of lexical inadequancies.
	3	requently uses the wrong words, conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite dificult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.

Fluency	5	Speech as fluent and efforless as that of a native speaker.
	4	Speed of speech seems to be slightly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems
	2	Usually hesitant, often forced into silence by language limitations
	1	Speech is as halting and fragmentary as to make conversation virtually imposible
	5	Appears to understand everything without difficulty.
	4	Understands nearly everything at normal speed, although occasional repetition may be

Comprehension		necessary.
	3	Understands most of what is said at slower than normal speed with repetitions. Has great difficulty following what is said
	2	Can comprehend only “social conversation” spoken showly and with frequent repetition
	1	Cannot be said to understand even simple conversation English

Table 3.2

Guideliness for Assessment of Speaking Skills

No	**Score Interval**	**Category**
1	**85-100**	**Very Good**
2	**75-84**	**Good**
3	**65-74**	**Enough**
4	**0-64**	**Minus**

From the table above, it can be seen that students will get the highest score, namely from the five aspects of the assessment that have been determined if students get the maximum score. Therefore, when students will get the maximum score if the student has got a total score of 100 from the five aspects obtained. Final grades on students can be obtained using the following formula:

The maximum score was 25 :

Score : $\frac{the\ result\ of\ the\ score}{maximum\ score}$ x 100

2. Technical Nontest

a. Observations

"Observation is an observing activity centered on objects by using equipment or human needs to see results". Arikunto's statement (2006:156) So, in this class research observation, the research used is a systematic observation research. The object of observation is to see the activities of students in learning English in class. This observation was carried out by research in order to be able to see and find out how the condition of the class and students participating in the teaching and learning process, student motivation, difficulties or students' problems when speaking English. This study uses a checklist observation to be more systematic, containing a list of all student activities and responses or events that may occur during learning.

2. **Documentation**

Documentation in research is guided and aims to obtain non-test data in the form of images when the learning process takes place in each cycle. The purpose of this is to prove that research on the use of think pair share strategies to improve students' speaking skills was actually carried out by researchers in class IX A of SMPN 11 South Bengkulu.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. Data Analysis

Data collection was carried out by observation researchers in the classroom. Then the researcher discusses or consults with the teacher about what things they should do during the research. This research focuses on each action carried out in two cycles. The class chosen was class IX A of SMPN 11 Bengkulu Selatan which consisted of 30 students.

B. Report of Cycle I

Researchers are teachers who try to improve students' speaking skills by using or through think pair share strategies. The think pair share strategy will be successful in improving students' English speaking skills. The details of cycle I are as follows:

1. Planning

Researchers make lesson plans, prepare materials to be used or related to oral tests, namely pronunciation, grammar, fluency, word understanding, understanding, and topics they will discuss in class. All materials or tools used by researchers to teach students in class so that the learning process takes place smoothly.

2. Acting

This stage includes three stages: apperceptionn, learningg process, and evaluation. At the apperception stage, the teacher and resercher open the class by greeting students and linking the learning activity material to be carried out with the experience of students with previous material or activities, the teacher also provides an overview of the benefits of studying the lessons to be studied, if this material or theme is done well and earnestly and mastered well, students are expected to be able to explain about the material being studied. Then as a reference the teacher informs the material to be discussed at that time, informs about core competencies, basic competencies, indicators, and KKM at the meeting that takes place, divides study groups, explains the mechanism for implementing the learning experience according to the learning steps.

At the learning stage the process are:

1) Think-Individually: Each student thinks about the assigned task. They will be given time to express their own ideas or responses before discussing them with their partner. Then, the response should be conveyed to the teacher before continuing to work with the partner.
2) Pair-with partners: Students need to form pairs. Researchers need to cue students to share their responses with their partners. At this stage, each pair of students discuss their ideas about the task.

From the results of the discussion, each pair concludes and produces their final answer.

3) Distribute to the whole class: The researcher asks pairs to share the results of the discussion or student responses, in the study team, with the whole class, or with the whole class during the follow-up discussion. In the large discussion stage, each pair facilitates class discussions so that they can find similarities or differences in the responses and opinions of various pairs of each.

Table 4.2

The Scoree of Students Speaking Test Cycle I

No	Subject	Score per Aspect					score
		Pronouciation	Grammar	Vocabulary	Fluency	Comprehension	
1	AM	20	20	15	10	10	75
2	AN	20	20	15	10	10	75
3	AS	15	15	15	10	10	65
4	BA	15	15	15	10	10	65
5	CDS	25	15	15	10	10	75
6	CJ	20	20	15	10	10	75
7	CBA	25	15	15	10	10	75
8	DAF	15	15	10	10	10	60

9	DM	20	20	15	10	10	75
10	EFU	20	15	15	10	10	70
11	FC	20	15	15	10	10	70
12	FF	15	15	15	10	10	65
13	GO	25	20	15	10	10	80
14	GAR	20	15	10	10	10	65
15	GS	25	15	15	10	10	75
16	HRY	25	20	15	10	10	80
17	IPS	15	20	10	10	10	65
18	KNF	20	10	15	10	10	60
19	ME	15	20	15	10	10	70
20	MS	25	20	15	10	10	80
21	MTS	20	20	15	10	10	75
22	MA	20	20	15	10	10	75
23	MN	25	20	15	10	10	80
24	NA	15	15	10	10	10	60
25	OA	20	20	15	10	10	75
26	R	25	20	15	10	10	80
27	RMP	15	20	10	10	10	65
28	RI	20	15	10	10	10	65
29	SMA	20	20	15	10	10	75
30	SR	15	20	10	10	10	65
Total		595	530	410	300	300	2135
Mean		19,83	17,67	13,67	10	10	71,17
Complete		16			53,33%		
Not Complete		14			71,17%		

Table 4.2

Persentage of Students Speaking Cycle I

No	**Category**	**Score interval**	**Frequency**	**Percentagee**	**Information**
1	Very Good	80-100			
2	Good	75-84	16	55,33%	Tuntas
3	Enough	64-75	11	36,66%	Tidak Tuntas
4	Minus	0-60	3	10%	Tidak Tuntas
Total			30	100%	
Level of complete : 16 : 30 X 100 = 53,33%					
Incomplete percentage : 14 : 30 X 100 = 46,67 %					

The speaking skills of class IX students were obtained by 16 students who were declared complete and 14 students who were declared incomplete based on the results of the first cycle. The results of the research stated that the students' speaking ability was still unsatisfactory because it did not meet the standard of success with completeness. Minimum score was 75 and the criteria for completeness were at least 75% of the total number of students. Based on the analysis above, researchers and English teachers really need action in the form of improvement so that the learning process by setting the appropriate steps to improve students' speaking skills by doing the second cycle.

3. Observing

Researchers conducted observations of students and class teachers. Observations were made when the learning process started until it ended. In this observation, it will be seen events related to learning as a whole, both student activities during learning activities and student responses to the learning method taking place. During this observation, the data was obtained in several ways, namely (1) a written test that aims to determine the improvement and speaking skills of students after two cycles, (2) student observations, namely to find out and see all student behaviors and activities during learning activities, (3) photo documentation which is very important as a report in the ongoing learning. in the form of a description of student activities during learning.

Table 4.3

Student Observations Sheets Cycle I

No	Information	Number of Active Student	Percentage
1	Readiness of students in participating in learning	$\frac{14}{30}X100$	46,66%
2	Student activity in asking and answering questions.	$\frac{3}{30}X\ 100$	10%
3	Students' seriousness in listening to the teacherexplanation	$\frac{11}{30}X100$	36,66%
4	Orderly in learning	$\frac{13}{30}X100$	43,33%
5	Students' seriousness in participating in learning	$\frac{17}{30}X100$	56,66%

Table 4.4

Teacher Observation Cycle I

No	Activity	Observation Result			
		VG	G	E	M
1	Skill to open and close lessons		✓		
2	Explaining skills	✓			
3	Using of Think Pair Share Strategy		✓		
4	Provide reinforement		✓		

5	Questioning skill		✓		
6	Manage class	✓			
Total		**20**			
Mean		**83,33**			
Category		**Good**			

Assesment Criteria :

VG : Very Good (4)
E : Enough (2)
G : Good (3)
M : Minus (1)

4. Reflecting

In this reflection stage, the researcher saw the results of the action and observation stages in the classroom. The negative results can be used as material for improvement in the second cycle. Evaluation results that can be used as reflections are (1) disclosure of the advantages and disadvantages of each model used by teachers in the learning process, (2) disclosure of observations made by researchers, (3) disclosure of actions taken by students, and (4) disclosure of actions taken by researchers during the learning process. The results of the reflection can be arranged learning implementation plans for the second cycle. Problems that arise in the first cycle will be found conclusions or solutions in the second cycle, whereas if there are advantages it will be maintained and improved continuously.

C. Report of Cycle II

In stage II the process is the same as in cycle I, but this second cycle is an improvement stage during the first cycle of learning process. Cycle I did not get clear data on improving speaking skills using the think-pair-share strategy to students, so that in cycle I, students' speaking ability could not be called increased, because the first cycle of research had not been carried out. So that in the first cycle there is no conclusion or conclusion. The improvement of the second cycle learning process lies in the preparation of the learning process, conditioning the learning atmosphere to make it calmer and more concentrated. The steps in cycle II are planning, action, observation, and reflection.

1. Planning

   In the planning stage in the second cycle, learning has been improved and refined in such a way that at this stage the shortcomings contained in the first cycle can be corrected. The teacher also prepares test and non-test questions for cycle II and coordinates again with the subject teacher.

2. Acting

   At the planning stage of the second cycle, learning has been improved and refined. At this stage the shortcomings that occur in the cycle will be corrected by the researcher.

Table 4.5

The Score of Students Speaking Test Cycle II

No	Subject	Score per Aspect					Score
		Pronouciation	Grammar	Vocabulary	Fluency	Comprehension	
1	AM	25	20	15	10	10	80
2	AN	25	20	15	10	10	75
3	AS	25	15	15	10	10	75
4	BA	25	15	15	10	10	75
5	CDS	25	20	20	10	10	85
6	CJ	25	15	15	10	10	75
7	CBA	25	20	20	10	10	85
8	DAF	25	15	15	10	10	75
9	DM	25	15	20	10	10	75
10	EFU	25	15	15	10	10	75
11	FC	20	20	15	10	10	75
12	FF	20	20	20	10	10	75
13	GO	25	15	15	10	10	80
14	GAR	25	20	15	10	10	75
15	GS	25	15	20	10	10	80
16	HRY	25	20	20	10	10	85

17	**IPS**	**25**	**20**	**15**	**10**	**10**	**80**
18	**KNF**	**25**	**20**	**15**	**10**	**10**	**80**
19	**ME**	**20**	**20**	**15**	**10**	**10**	**75**
20	**MS**	**25**	**20**	**20**	**10**	**10**	**85**
21	**MTS**	**20**	**20**	**15**	**10**	**10**	**75**
22	**MA**	**20**	**20**	**15**	**10**	**10**	**75**
23	**MN**	**20**	**20**	**20**	**10**	**10**	**80**
24	**NA**	**25**	**15**	**15**	**10**	**10**	**75**
25	**OA**	**20**	**20**	**15**	**10**	**10**	**75**
26	**R**	**25**	**20**	**15**	**10**	**10**	**80**
27	**RMP**	**20**	**20**	**15**	**10**	**10**	**75**
28	**RI**	**25**	**15**	**15**	**10**	**10**	**75**
29	**SMA**	**20**	**20**	**15**	**10**	**10**	**75**
30	**SR**	**20**	**20**	**15**	**10**	**10**	**75**
Total		**690**	**540**	**495**	**300**	**300**	**2325**
Mean		**23**	**18**	**16,5**	**1o**	**10**	**77,5**
Complete		**30**			**100%**		
Not Complete		**0**			**0**		

The table above can be concluded and it can be explained that the average score of students' speaking ability in class IX is 77.5. With this, it is certain that the score shows an increase compared to the first cycle, which is 71.17. Based on the average value seen and obtained from the research in the first cycle is 71.17 and the level of completeness is only 53.33% of students who achieve completeness. After the second cycle was carried out, there was an increase with an average of 77.5 and a 100% completeness level of students because it used the think pair share strategy. It will become clearer in the table below.

Table 4.6

Persentage of Students Speaking Cycle II

No	**Category**	**Score interval**	**Frequency**	**Percentage**	**Informatiom**
1	Very Good	85-100	4		
2	Good	75-84	26		
3	Enough	65-75			
4	Minus	0-64			
Total		30		100%	
Level of complete : 30 : 30 X 100 = 100%					
Incomplete percentage : -					

Based on the results of research conducted in cycle II, the speaking ability of class IX A students increased by having a total of 30 students, the assessment of the data results also stated that students' speaking abilities were successful and satisfactory because they had exceeded classical mastery. With an average value of English subjects that is 75% and a Minimum Completeness Standard value of 75.

1. Observing

   Observations continued for the last time in the second cycle. Student activity was observed and it was shown that most of the students had no more problems in speaking. They really like the discussion and topics given by the teacher while studying. Students are already active during the teaching and learning process and are more enthusiastic than before.

Table 4.7

Students Observation Sheets Cycle II

No	Information	Number of Active Student	Percentage
1	Readiness of students in participating in learningg	$\frac{20}{30} X\ 100$	66,66%
2	Student activity in andd answering questions.	$\frac{7}{30} X\ 100$	23,33%

3	Students' seriousness in listening to the teacherexplanation	$\frac{18}{30} X\ 100$	60%
4	Orderly in learning	$\frac{17}{30} X\ 100$	56,66%
5	Students' seriousness in participating in learning	$\frac{16}{30} X\ 100$	53,33%

Table 4.8

Teacher Observation Cycle II

No	**Activity**	**Observation Result**			
		VG	**G**	**E**	**M**
1	Skill to open and close lessons		✓		
2	Explaining skills	✓			
3	Using Think Pair Share Strategy		✓		
4	Provide reinforement		✓		
5	Questioning skill		✓		
6	Manage class	✓			
Total		**20**			
Mean		**83,33**			
Category		**Good**			

Assesment Criteria :

VG : Very Good (4)	E : Enough (2)
G : Good (3)	M : Minus (1)

1. Reflecting

Reflection results are obtained by paying attention to test and non-test results which include student observations, and photo documentation in class during the learning process. In cycle II, reflection aims to make or draw conclusions and find out the effectiveness of students when using think-pair-share strategies in their speaking and see an increase in speaking skills, and find out changes in student behavior after following the lesson.

D. Improved Students Speaking Skill of Cycle I and Cycle II

The teaching and learning process in this study which has been carried out by researchers using the think pair share cooperative strategy to improve speaking skills in class IX A students of SMPN 11 Bengkulu Selatan has obtained research results which state that students' speaking skills using this think pair share strategy can increase. The results can be seen from the results of the assessment tests given to students to be carried out at any time in the stages of learning activities carried out by researchers, namely cycle I and cycle II. Tables and diagrams are very visible that students' learning skills from cycle I to cycle II.

Table 4.9

Improved Students Speaking Skill of Cycle I and Cycle II

No	Subject	Students Score		Improved Score of Cycle I and Cycle II
		Cycle I	Cycle II	
1	**AM**	**75**	**80**	**10**
2	**AN**	**75**	**75**	**0**
3	**AS**	**65**	**75**	**10**
4	**BA**	**65**	**75**	**10**
5	**CDS**	**75**	**85**	**10**
6	**CJ**	**75**	**75**	**0**
6	**CBA**	**75**	**85**	**10**
8	**DAF**	**60**	**75**	**15**
9	**DM**	**75**	**75**	**0**
10	**EFU**	**70**	**75**	**5**
11	**FC**	**70**	**75**	**5**
12	**FF**	**65**	**75**	**10**
13	**GO**	**80**	**80**	**0**
14	**GAR**	**65**	**75**	**10**
15	**GS**	**75**	**80**	**5**
16	**HRY**	**80**	**85**	**5**

17	**IPS**	**65**	**80**	**15**
18	**KNF**	**60**	**80**	**20**
19	**ME**	**70**	**75**	**5**
20	**MS**	**80**	**85**	**5**
21	**MTS**	**75**	**75**	**0**
22	**MA**	**75**	**75**	**0**
23	**MN**	**80**	**80**	**0**
24	**NA**	**60**	**75**	**15**
25	**OA**	**75**	**75**	**0**
26	**R**	**80**	**80**	**0**
27	**RMP**	**65**	**75**	**10**
28	**RI**	**65**	**75**	**10**
29	**SMA**	**75**	**75**	**0**
30	**SR**	**65**	**75**	**10**
Avarage		**71,17%**	**77,5%**	**6,5**

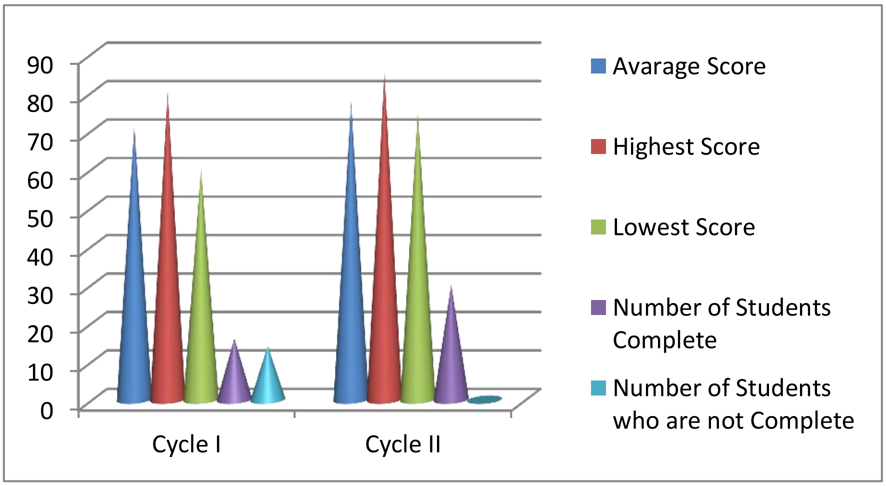
Table 4.10

Improved Avarage Score Cycle I and Cycle II in Each Aspect

Aspect	**Avarage Score**		**Improved**
	Cycle I	**Cycle II**	
Pronounciation	**19,83**	**23**	**3,17**
Grammar	**17,67**	**18**	**0,33**
Vocabulary	**13,67**	**16,5**	**2,82**
Fluency	**10**	**10**	**0**
Comprehension	**10**	**10**	**0**
Total	**71,17**	**77,5**	**6,33**

Figure 4.1

Diagram Improved Students Speaking skill Cycle I and Cycle II



Based on the description above, the teacher and researcher concluded that the learning process in implementing the Think Pair Share strategy in class IX A to improve speaking skills had been running smoothly and well. It can be seen from the results of the research results in cycle I and cycle II that it increases according to the Minimum Completeness standard of 75 and the percentage of classical completeness of students is 75%. With this, it can be concluded that the use of the Think Pair Share cooperative strategy can improve the speaking skills of class IX students of SMPN 11 Bengkulu Selatan.

E. Discussion

The researcher elaborated the results and the research process in this section. The purpose of this study was to determine whether there was a significant effect and a significant difference on the speaking ability of students who were taught using the think pair-share strategy and who did not. Based on the explanation in the previous data analysis, the results show that there is a significant and significant difference in students' speaking ability after being taught using the think-pairshare strategy. This can be proven by the results of cycle I and cycle II. However, before the researcher presents the results of his research, the process will be discussed first in this section.

In conducting the research, the researcher conducted cycle I and cycle II. In cycles I and II, class IX A of SMPN 11 South Bengkulu did well on the test. There were 30 students in cycle I. The students were asked to write a text on the topic provided by the researcher. Then, they were given 7 minutes to prepare their descriptions before presenting them in front of the class. In preparing their descriptions, students apply the think-pair-share strategy. The steps are they think about the theme for a while, get pairs (pairs) to share their ideas about the theme, and finally, they share their answers to all students about the theme orally and individually in a short monologue. Think-Pair-Share is an effective way to make students more confident and reduce their nervousness to speak in front of the class. According to Arends as quoted in Hidayana (2017, p.47), there are three steps in doing Think-Pair Share, namely thinking alone about the answers, in pairs to discuss what they think. they have thought about, and share what they have talked about with the whole class.

Furthermore, through Think-Pair-Share, students' speaking ability increased after being given treatment in the application of Think-PairShare for 2 times, the average value of students from cycle I and cycle II increased as evidenced in the final count, namely in cycle I the average value of students 71.17 with a maximum benchmark of 75 there were 16 students who were declared complete and 14 students not complete. After doing the first cycle, the researcher did the second cycle, it was proven that the average score of students had increased, namely 77.5 with 30 students having reached the maximum value benchmark.

In addition, from the calculation of the percentage test, it was found that the calculation results revealed that in the first cycle there were no students who got a score of 80-100, 16 students who got a score of 75-84 with a percentage of 55.33% had been declared complete, then students who got a score of 64-75 as many as 11 people with a percentage of 36.66% have not been declared complete and students who get a score of 0-65 as many as 3 people with a percentage of 10% are declared incomplete. While in cycle II, the percentage of students increased greatly, as seen from the calculation of students who got a score of 85-100 already as many as 4 people and a score of 75-84 already 26 people have been declared complete from the maximum score of 75 and those who get a minus score are no longer there.

Therefore, the researcher concludes that there was a significant improvement on students' speaking ability after they learn English by using Think Pair Share strategy. The result was not only given positive effect in present research but also in previous research. It was proved by Rika (2017) in her research which states that the TPS strategy motivates students to carry out speaking activities in class. This strategy gives students an opportunity to practice the target language. Then, he also added that TPS made students more active in working together and made them more confident in class. Awad (2017) in his research also argues that the TPS strategy can improve students' speaking skills because it allows students to present in front of the class and share their ideas with their friends. TPS is a cooperative learning strategy. It was developed by Frank Lyman in 1985. TPS strategy is used to train students' cooperation in doing something. Isjoni (2012) states that TPS is a very useful strategy. He gave students to think about the answers to the teacher's questions and paired up for other students and then presented in front of the class.

Another factor that supports the smooth running of this research is that students are very enthusiastic during the cycle teaching and learning process, initially when using Think Pair Share in class, students are still adapting to this strategy but over time with this strategy students become bolder and motivated to speak because of this strategy. make students have to think before expressing opinions about the material given. In addition, the teacher becomes more enthusiastic about teaching using this strategy because student learning outcomes increase and the teaching teacher is very easy to understand by students, they are willing to continue learning with fun learning materials.

In Cycle I, the students' speaking skills were still in the poor category. This is indicated by several indicators of speaking skills, namely pronunciation, grammar, vocabulary, fluency, understanding, which have not shown good results. Of these indicators, only one received a sufficient predicate, namely the pronunciation indicator and the rest received a poor predicate. When speaking in class, students show a fairly calm attitude, but students have not been able to master the concepts in learning. When speaking in front of the class, students' voices cannot be heard by all students. At the time of speaking the students could not convey it fluently, and when the students spoke there was also a lot of repetition of words. When expressing opinions, students do not stutter and their voices can be heard by all students in the class. While the indicators of word choice, attitude and mastery of the topic get a sufficient predicate. In expressing opinions, students are able to choose words that are effective and not monotonous, students also look quite calm, and students are gradually able to master the material even though they still carry small notes. In the second cycle, students' speaking skills experienced improvement in overall topic mastery indicators. When speaking in class, students have mastered the material to be delivered. Student voices have also been able to be heard by all students in the class and students convey his opinion smoothly.

The application of the think pair share type of cooperative model by researchers to improve speaking skills has not been fully implemented well. There are some obstacles during the action. These obstacles are caused by both teachers and students. Especially in the initial cycle where teachers and students are not familiar with the implementation of the Think Pair Share Strategy. However, these obstacles can be overcome by the teacher through reflection activities carried out by the teacher and the researcher.

In conclusion, there is a significant and significant difference in the speaking ability of students who are taught using the think-pair-share strategy and those who are not. Based on actions, observations, and reflections, the researchers found several suggestions and recommendations in using the think pair share strategy, namely as follows.

First, TPS is able to grow students' self-confidence. Previously, they were shy to express their opinion. Students lack confidence to appear speaking in front of the class. During the TPS, they had many opportunities to interact with their partners and groups. This interaction encourages them to speak more English, but they need not feel embarrassed because all the students are also practicing.

Second, TPS is able to give students more opportunities to express their thoughts. The teaching and learning process approach is no longer teacher-centered. The students can explore their speaking ability in English. Therefore, they can improve their speaking ability because language is a matter of habit.

Third, TPS is able to improve students' speaking skills in several aspects such as fluency, vocabulary, pronunciation, and intonation. By using this technique, students have more opportunities to be able to speak in English because they have a partner to share ideas and provide feedback.

Last, TPS is able to increase students' motivation in speaking. Students are motivated to show their improvement in speaking because the class situation is active and fun. In addition, to increase student motivation, teachers need to take other actions to increase student motivation by giving rewards to active students. By giving rewards, teachers can attract students' attention.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of research that has been carried out by researchers in these two cycles, it has succeeded in improving students' pronunciation, intonation and stress, understanding, mastery of grammar, vocabulary and students' self-confidence. This can be seen from the average cycle II which is higher than the average cycle I of 77.5.

Constraints faced by teachers when applying the learning model First, the model used by the teacher still feels foreign to students so that students need time to adjust to the model used. Second, the lack of closeness between teachers and students causes the class atmosphere to become stiff and tense when applying the Think Pair Share type of cooperative learning model. Third, the teacher is not able to condition students, so that when students speak in front of the class there are still other students who chat and do not listen. Fourth, in the first cycle the teacher was less able to motivate students so that when the teacher asked students to speak in front of the class, only a few students were willing.

The efforts made by the teacher to overcome these obstacles are: first, the teacher must introduce the Think Pair and Share cooperative learning model to students. Second, the teacher must approach students so that learning is fun and students do not feel tense. Third, the teacher must be able to condition students and divide attention to all students so that no more students are chatting and not listening when other students speak in front of the class. Fourth, the teacher must be able to motivate students so that students are willing to speak in front of the class without feeling afraid, doubtful, and tense.

Students' speaking skills when applied to the Think Pair and Share cooperative learning model experienced changes and improvements in each cycle. This increase can be seen based on the results of observations. In the first cycle the acquisition of students' speaking skills was in the poor category because students were still not able to look tense and had not been able to master the material well when speaking in front of the class, students' speaking skills were in the sufficient category. The increase occurred in cycle II, in cycle II students' speaking skills were in the good category, students were able to master the material well and students also wanted to speak in front of the class. Based on these results, it can be concluded that the application of the Think Pair and Share cooperative learning model can improve students' speaking skills in learning.

B. Suggestions

Based on the results of the research that has been carried out there are several suggestions given to participants that are closely related to this research, namely:

1. For English subject teachers

   English teachers should be able to consider what students' needs and interests are before designing speaking learning materials. It is very important for every teacher to use various techniques or strategies according to what is needed by students because it can reduce boredom and monotony of students during learning. It is very useful for them to use the TPS strategy as one of the right strategies in teaching students' speaking.

2. For Students

   By using the Think-Pair-Share strategy, students have many opportunities to share the ideas that are in their minds. It also increases the ability and motivation of students to be more enthusiastic about learning.

3. For Other Researchers

   The weakness of the research is the lack or it can be called the limited time in the implementation of the research action. Other researchers who are interested and have an interest in the same field are advised to apply learning actions in a longer period of time to get maximum results so that improvements will be seen significantly.

REFERENCES

Bailey, K. M. (2005). Bailey, K. M. (2005). Practical english language teaching. Singapore: McGraw Hill. *Bailey, K. M. (2005). Practical English Language Teaching. Singapore: McGraw Hill, 1 0*(4), 184. http: //www. amazon.com / dp / 0073283169

Brown, H. D. (2003). *Language Assessment Principles and Classroom Practices*. New York: Pearson Education.

Brown, G., & Yule, G. (1983). *Teaching Spoken Language*. *RELC Journal*,*53*(9), 1689–1699.

Brown, J.D. (1988). *Understanding Research in Second Language Learning*: A Teacher's Guide to Statistics and Research Design. Cambridge: Cambridge University Press.

Burns, A. (2022). *Developments*. *March*. https://doi.org/10.1007/978-3-030-02899-2

Elmasri, R. (2017). Data Definition. *Encyclopedia of Database Systems*, 1–2. https://doi.org/10.1007/978-1-4899-7993-3_80736-1

Hendra, Y., & Rahayu, T. (2020). The Effectiveness Of Teams Games Tournament (Tgt) Learning Model And Make A Match Against Collaboration Ability On Science Content At Fifth Grade Elementary School-Meta Analysis. *International Journal of Elementary Education*, *4*(4), 510–518. https://ejournal.undiksha.ac.id/index.php/IJEE

Kagan, S. (2002). *Kagan Online Magazine*: Kagan Structures for Emotional Intelligence. Available at www.kaganonline.com

Karge, B. D., Phillips, K. M., Jessee, T., & McCabe, M. (2011). Effective Strategies For Engaging Adult Learners. *Journal of College Teaching & Learning (TLC), 8*(12), 53. https://doi.org/10.19030/tlc.v8i12.6621

Lyman, F. (1981). *The Responsive Classroom Discussion. In:*

Mainstreaming Digest. College Park, MD: University of Maryland College of Education.

Nurulaeni, F., & Ismaniati, C. (2019). Think-Pair-Share Model: Improving Activeness and Communication Skills of Prospective Elementary School Teachers. *Journal of Physics: Conference Series*, *1233*(1). https: // doi.org/ 10.1088/1742-6596/1233/1/012081

Rasuan, Z. B. (2019). Class Room Action Research in English Language Learning. *Edugama: Jurnal Kependidikan Dan Sosial Keagamaan,*

5(1), 194–212. https://doi.org/10.32923/edugama.v5i1.965

Richards, J. C. (2002). Language teaching. In *Language Teaching*

(Vol. 35, Issue 4). https://doi.org/10.1017/S0261444802211829

Robson, M. (2016). Action research: principles and practice. In *Action Learning: Research and Practice* (Vol. 13, Issue 3). https:// doi.org/10.1080/ 14767333.2016.1220174

Syakur. (1987). *Language Testing and Evaluation*. Surakarta: Sebelas Maret University Press

Syarofa, N. (2019). Pengembangan Perangkat Pembelajaran Yang Berorientasi Model Cooperative Learning Tipe Think Pair Share (TPS) Pada Mata Pelajaran PPKn Terhadap Kemampuan Pemecahan Masalah Pada Siswa Kelas V SDN Belitung Selatan 5 Banjarmasin. *Jurnal Pendidikan Dasar*, *IV*(1), 5.

Trotman, W. (2006). The TKT Teaching Knowledge Test Course. *ELT Journal*,

60(1), 93–95. https://doi.org/10.1093/elt/cci090

Usma, A. H. (2015). Using the think-pair-share strategy to improve students speaking ability at stain ternate. *Journal of Education and Practice*, *6*(10), 37–46.

Wang, Z. (2014). Developing accuracy and fluency in spoken English of Chinese EFL learners. *English Language*

Teaching, *7*(2), 110–118. https:// doi.org/ 10.5539/elt.v7n2p110

Warliati, A. E., Rafli, Z., & Darmahusni, D. (2019). Discussion and Think-Pair-Share Strategies on the Enhancement of EFL Students' Speaking Skill: Does Critical Thinking Matter? *Journal of English Language Studies*, *4*(2), 120. https://doi.org/10.30870/jels.v4i2.6100

APPENDICES

2	4.10 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk iklan, pendek dan sederhana, terkait produk dan jasa	4.10.1	Menemukan beragam informasi dari beberapa teks tertulis khusus berbentuk iklan produk dan jasa
		4.10.2	Mempresentasikan hasil diskusi ke depan kelas

C. TUJUAN PEMBELAJARAN

Setelah melakukan serangkaian kegiatan pembelajaran melalui Pembelajaran peserta didik diharapkan mampu :

- Mengidentifikasi fungsi sosial, structure tesk dan unsur kebahasaan pada teks berupa iklan yang mempromosikan barang dan jasa.
- Merespon makna dalam teks , lisan dan tulis, sederhana, tentang Mempromosikan barang dan jasa.
- Menyusun teks lisan dan tulis sederhana tentang mempromosikan barang dan jasa.

D. MATERI PEMBELAJARAN

- Fungsi sosial mempromosikan barang dan jasa
- Struktur teks dapat mencakup :
  - Visual
  - Logo
  - Headline
  - Sub-headline
  - Body copy
- Unsur kebahasaan
  - Ungkapan dan kata sesuai dengan kekhasan setiap iklan
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulis tangan
- Topik
  - Produk dan jasa terkait dengan kehidupan peserta didik SMP yang dapat menumbuhkan perilaku yang termuat di KI

E. METODE PEMBELAJARAN

- Think Pair Share Strategy
- Model cooperative learning

F. MEDIA DAN ALAT

- Media : Beberapa Gambar Iklan
- Alat : Laptop

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: SMPN 11 Bengkulu Selatan
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: IXA/2
Chapter X	: Come and Visit us!
Materi Pokok	: Teks yang Mempromosikan Barang dan Jasa
Alokasi Waktu	: 3 Pertemuan 2x45 Menit

A. Kompetensi Inti

- KI-1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI-2 Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3 Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI-4 Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian

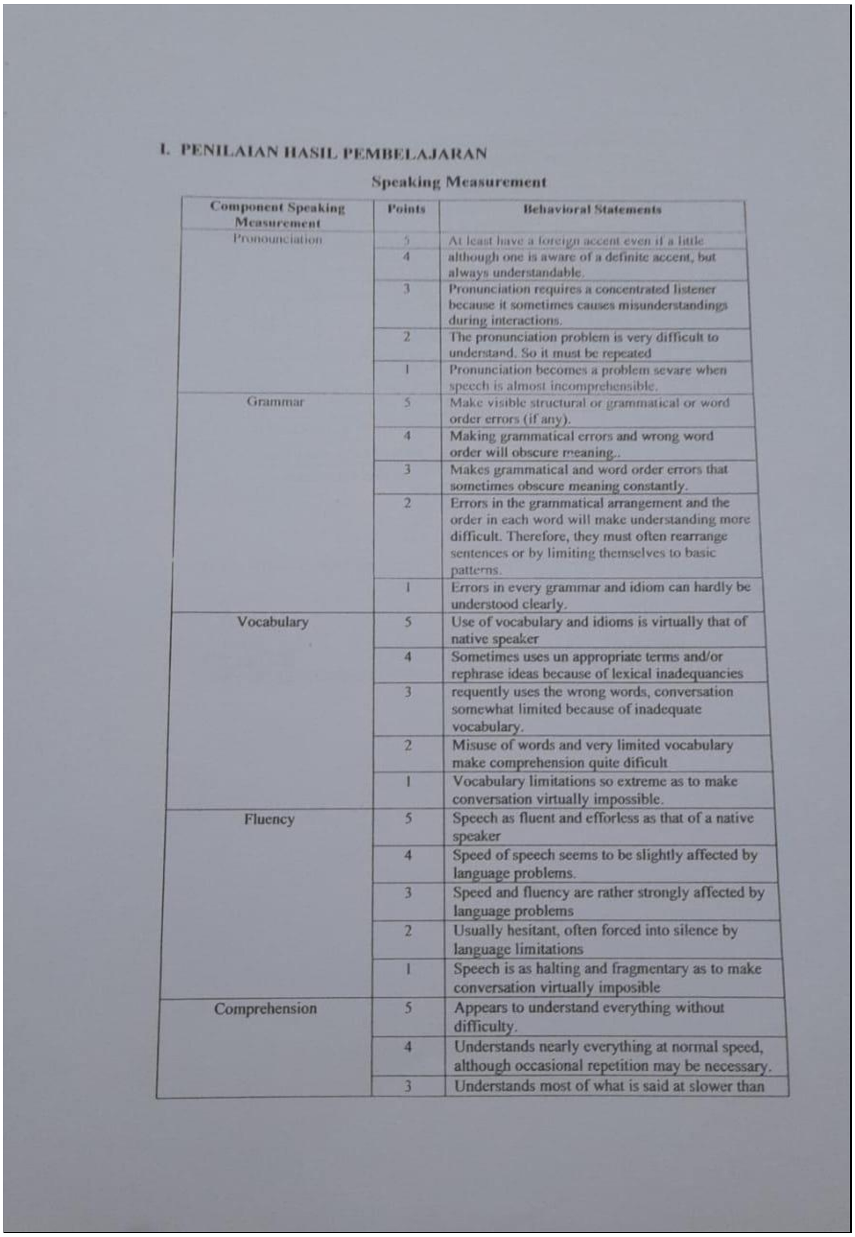
No	Kompetensi Dasar	Indikator Pencapaian Kompetensi	
1	3.10 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks khusus dalam bentuk iklan dengan memberi dan meminta informasi terkait produk dan jasa, sesuai dengan konteks penggunaannya.	3.10.1.	Menganalisis fungsi sosial dari beberapa teks tertulis khusus iklan produk dan jasa baik dalam bentuk iklan kolom maupun iklan baris
		3.10.2	Menyimpulkan perbedaan dan persamaan struktur teks tertulis iklan produk dan jasa pada iklan kolom dan iklan baris

G. SUMBER BELAJAR

- Bahasa Inggris. 2013. Kementrian Pendidikan dan Kebudayaan
- Kamus Indonesia- Inggris

H. LANGKAH-LANGKAH PEMBELAJARAN

Aktivitas	**Deskripsi Aktivitas**	**Waktu**
Pembukaan	➢ Guru memberi salam. ➢ Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa. ➢ Guru memeriksa kehadiran peserta didik. ➢ Guru menyiapkan peserta didik secara psikis dan fisik ➢ Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP	10 Menit
Kegiatan Inti	*Mengamati* ➢ Guru menyajikan gambar-gambar tentang iklan ➢ Siswa memperhatikan gambar yakni gambar seorang ibu dan anaknya yang sedang melihat iklan dikoran *Mengeksplorasi* ➢ Siswa mengamati sekilas dua jenis iklan yang sering dimuat didalam koran ➢ Siswa diminta untuk berfikir sejenak tentang pertanyaan yang diajukan oleh guru yang berkaitan dengan gambar **(THINK)** ➢ Secara berpasangan bertukar pendapat mengenai gambar yang di tunjukkan oleh guru **(PAIR)** *Mengasosiasi* ➢ Dalam bekerja sama (berpasangan) siswa menganalisis gambar iklan pada fungsi sosial, struktur teks dan unsur kebahasaan ➢ Siswa menyimpulkan hasil diskusi Mengkomunikasikan ➢ Siswa mengisi tabel analisis deskripsi sederhana mengenai gambar yang telah di berikan oleh guru ➢ Siswa menyampaikan hasil diskusi mereka di depan kelas secara berpasangan **(SHARE)**	65 Menit
Penutup	➢ Guru dan peserta didik secara bersamasama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. ➢ Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. ➢ Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini dirumah. ➢ Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.	15 Menit



I. PENILAIAN HASIL PEMBELAJARAN

Speaking Measurement

Component Speaking Measurement	Points	Behavioral Statements
Pronounciation	5	At least have a foreign accent even if a little
	4	although one is aware of a definite accent, but always understandable.
	3	Pronunciation requires a concentrated listener because it sometimes causes misunderstandings during interactions.
	2	The pronunciation problem is very difficult to understand. So it must be repeated
	1	Pronunciation becomes a problem sevare when speech is almost incomprehensible.
Grammar	5	Make visible structural or grammatical or word order errors (if any).
	4	Making grammatical errors and wrong word order will obscure meaning..
	3	Makes grammatical and word order errors that sometimes obscure meaning constantly.
	2	Errors in the grammatical arrangement and the order in each word will make understanding more difficult. Therefore, they must often rearrange sentences or by limiting themselves to basic patterns.
	1	Errors in every grammar and idiom can hardly be understood clearly.
Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker
	4	Sometimes uses un appropriate terms and/or rephrase ideas because of lexical inadequancies
	3	requently uses the wrong words, conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite dificult
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	Speech as fluent and efforless as that of a native speaker
	4	Speed of speech seems to be slightly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems
	2	Usually hesitant, often forced into silence by language limitations
	1	Speech is as halting and fragmentary as to make conversation virtually imposible
Comprehension	5	Appears to understand everything without difficulty.
	4	Understands nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understands most of what is said at slower than

		normal speed with repetitions. Has great difficulty following what is said
	2	Can comprehend only "social conversation" spoken showly and with frequent repetition
	1	Cannot be said to understand even simple conversation English

Guideliness for Assessment of Speaking Skills

No	Score Interval	Category
1	85-100	Very Good
2	75-84	Good
3	65-74	Enough
4	64-0	Minus

The maximum score was 25 :

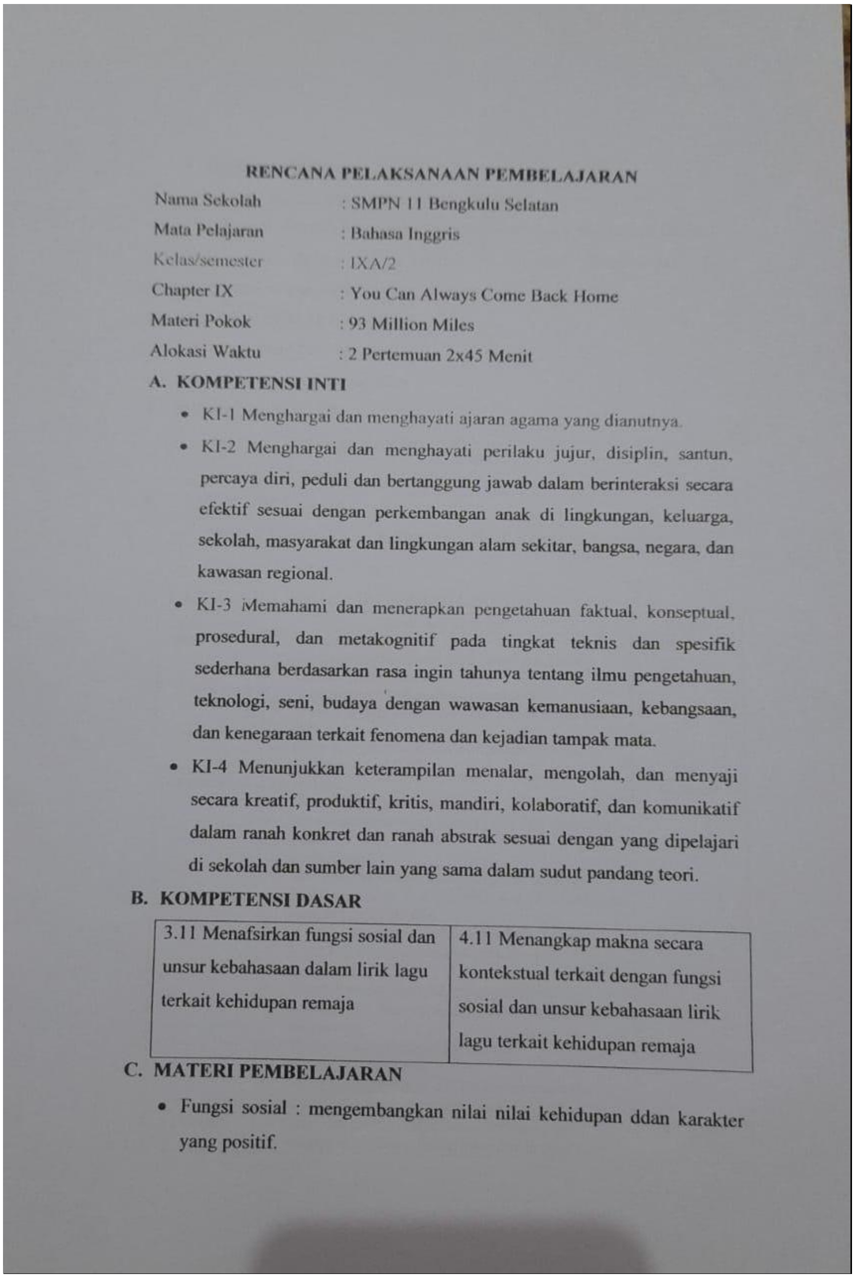
Score : $\frac{\textit{the result of the score}}{\textit{maximum score}} \times 100$

Guru Mata Pelajaran

Herni, S.Pd
NIP: 197202222006042004

Peneliti

Neta Mela Sari
NIM:181123032



RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: SMPN 11 Bengkulu Selatan
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: IXA/2
Chapter IX	: You Can Always Come Back Home
Materi Pokok	: 93 Million Miles
Alokasi Waktu	: 2 Pertemuan 2x45 Menit

A. KOMPETENSI INTI

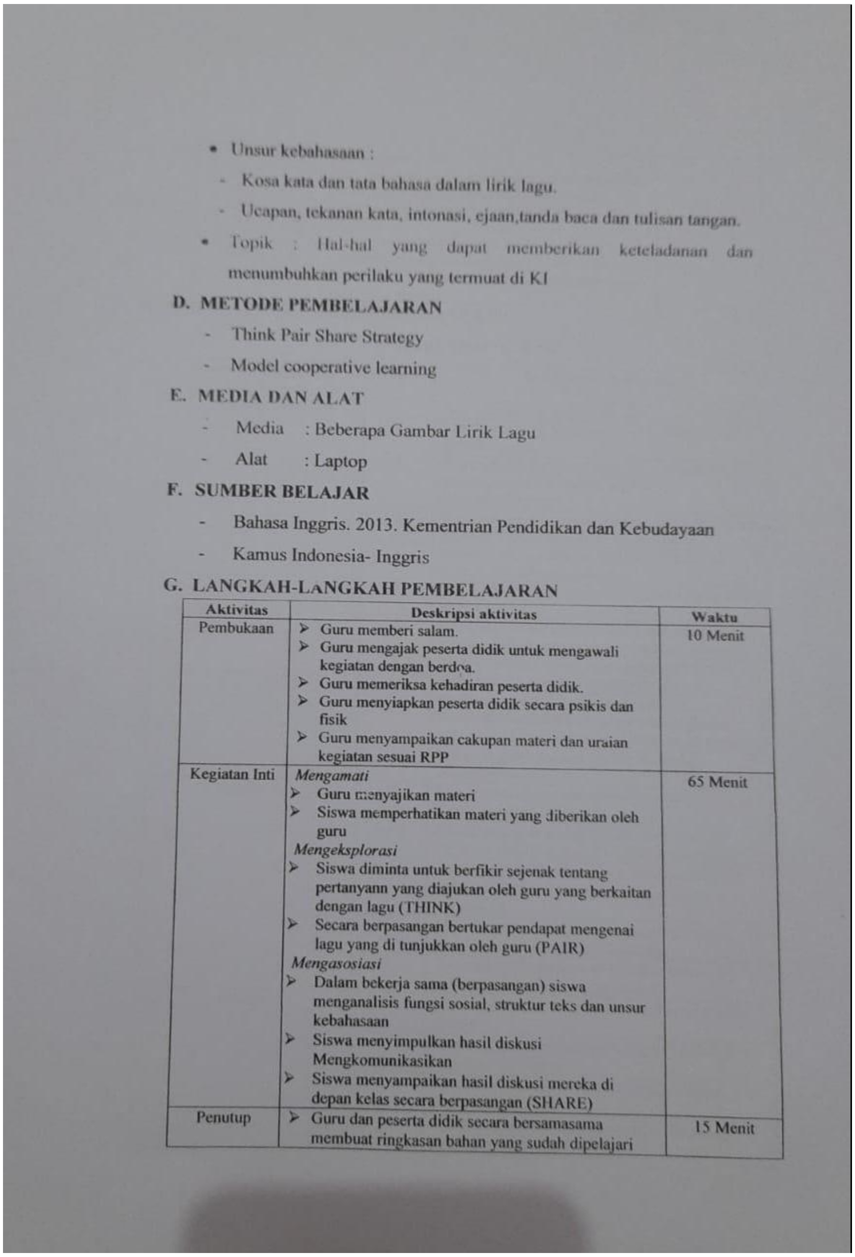
- KI-1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI-2 Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3 Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI-4 Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. KOMPETENSI DASAR

3.11 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja	4.11 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja

C. MATERI PEMBELAJARAN

- Fungsi sosial : mengembangkan nilai nilai kehidupan ddan karakter yang positif.



- Unsur kebahasaan :
  - Kosa kata dan tata bahasa dalam lirik lagu.
  - Ucapan, tekanan kata, intonasi, ejaan,tanda baca dan tulisan tangan.
- Topik : Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI

D. METODE PEMBELAJARAN

- Think Pair Share Strategy
- Model cooperative learning

E. MEDIA DAN ALAT

- Media : Beberapa Gambar Lirik Lagu
- Alat : Laptop

F. SUMBER BELAJAR

- Bahasa Inggris. 2013. Kementrian Pendidikan dan Kebudayaan
- Kamus Indonesia- Inggris

G. LANGKAH-LANGKAH PEMBELAJARAN

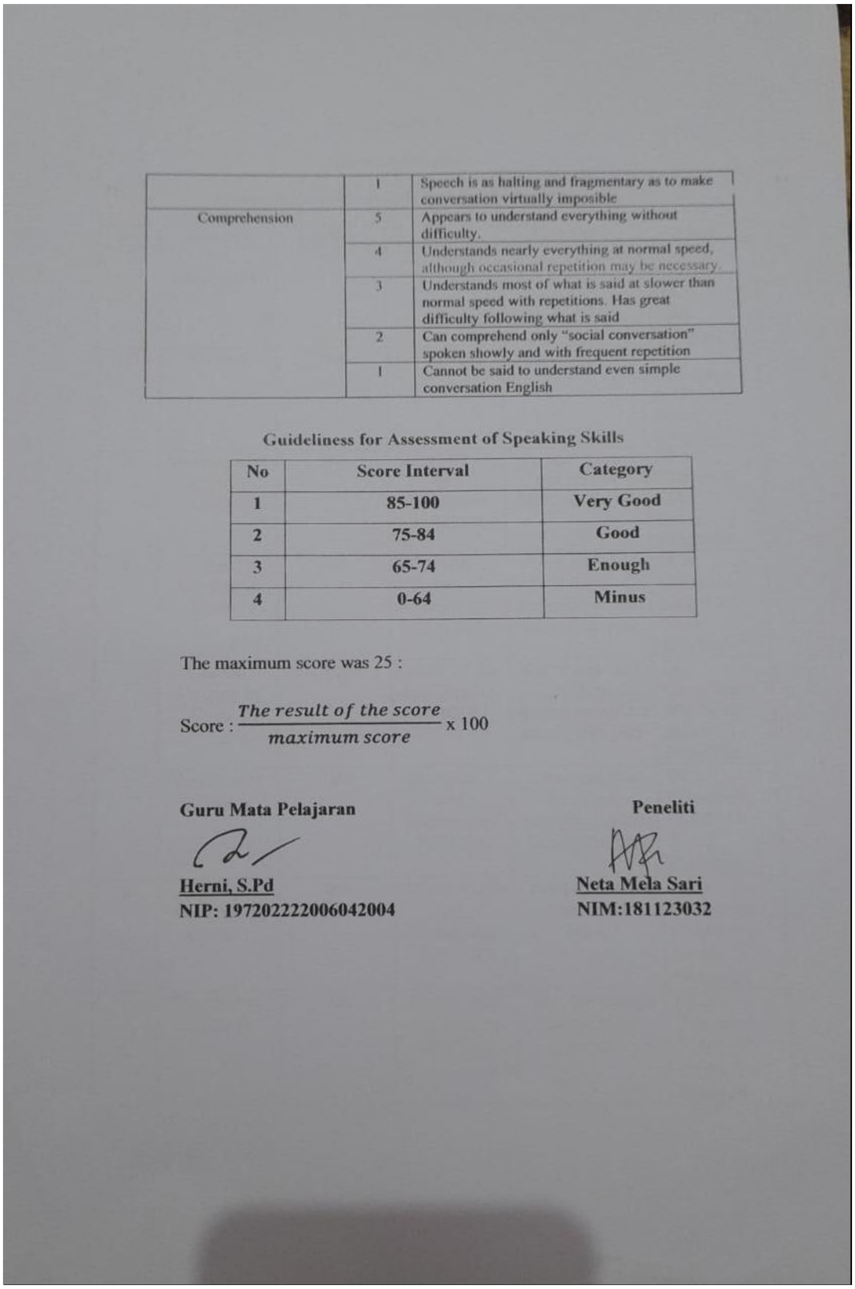
Aktivitas	Deskripsi aktivitas	Waktu
Pembukaan	➢ Guru memberi salam. ➢ Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa. ➢ Guru memeriksa kehadiran peserta didik. ➢ Guru menyiapkan peserta didik secara psikis dan fisik ➢ Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP	10 Menit
Kegiatan Inti	*Mengamati* ➢ Guru menyajikan materi ➢ Siswa memperhatikan materi yang diberikan oleh guru *Mengeksplorasi* ➢ Siswa diminta untuk berfikir sejenak tentang pertanyann yang diajukan oleh guru yang berkaitan dengan lagu (THINK) ➢ Secara berpasangan bertukar pendapat mengenai lagu yang di tunjukkan oleh guru (PAIR) *Mengasosiasi* ➢ Dalam bekerja sama (berpasangan) siswa menganalisis fungsi sosial, struktur teks dan unsur kebahasaan ➢ Siswa menyimpulkan hasil diskusi Mengkomunikasikan ➢ Siswa menyampaikan hasil diskusi mereka di depan kelas secara berpasangan (SHARE)	65 Menit
Penutup	➢ Guru dan peserta didik secara bersamasama membuat ringkasan bahan yang sudah dipelajari	15 Menit

	pada pertemuan ini. ➢ Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. ➢ Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini dirumah. ➢ Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.	

H. PENILAIAN HASIL PEMBELAJARAN

Speaking Measurement

Component Speaking Measurement	Points	Behavioral Statements
Pronounciations	5	Has few trace of foreign accent
	4	Always intelligible, though one is conscious of a definite accent
	3	Pronunciationproblems necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems. Must frequently be repeated
	1	Pronunciation problems to sevare as to make speech virtuallyun intelligible
Grammar	5	Makes few (if any) noticeable errors of grammar or word order.
	4	ccasionally makes grammatical and word order errors which do not, however, obscure meaning.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difiicult. Must often rephrase sentences and/or restrict himself to basic patterns
	1	Errors in grammar and idioms is virtually unintelligble.
Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
	4	Sometimes uses un appropriate terms and/or rephrase ideas because of lexical inadequancies.
	3	requently uses the wrong words, conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite dificult
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of a native speaker.
	4	Speed of speech seems to be slightly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems
	2	Usually hesitant, often forced into silence by language limitations



	1	Speech is as halting and fragmentary as to make conversation virtually imposible
Comprehension	5	Appears to understand everything without difficulty.
	4	Understands nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understands most of what is said at slower than normal speed with repetitions. Has great difficulty following what is said
	2	Can comprehend only "social conversation" spoken showly and with frequent repetition
	1	Cannot be said to understand even simple conversation English

Guideliness for Assessment of Speaking Skills

No	Score Interval	Category
1	85-100	Very Good
2	75-84	Good
3	65-74	Enough
4	0-64	Minus

The maximum score was 25 :

$$\text{Score : } \frac{\textit{The result of the score}}{\textit{maximum score}} \times 100$$

Guru Mata Pelajaran

Herni, S.Pd
NIP: 197202222006042004

Peneliti

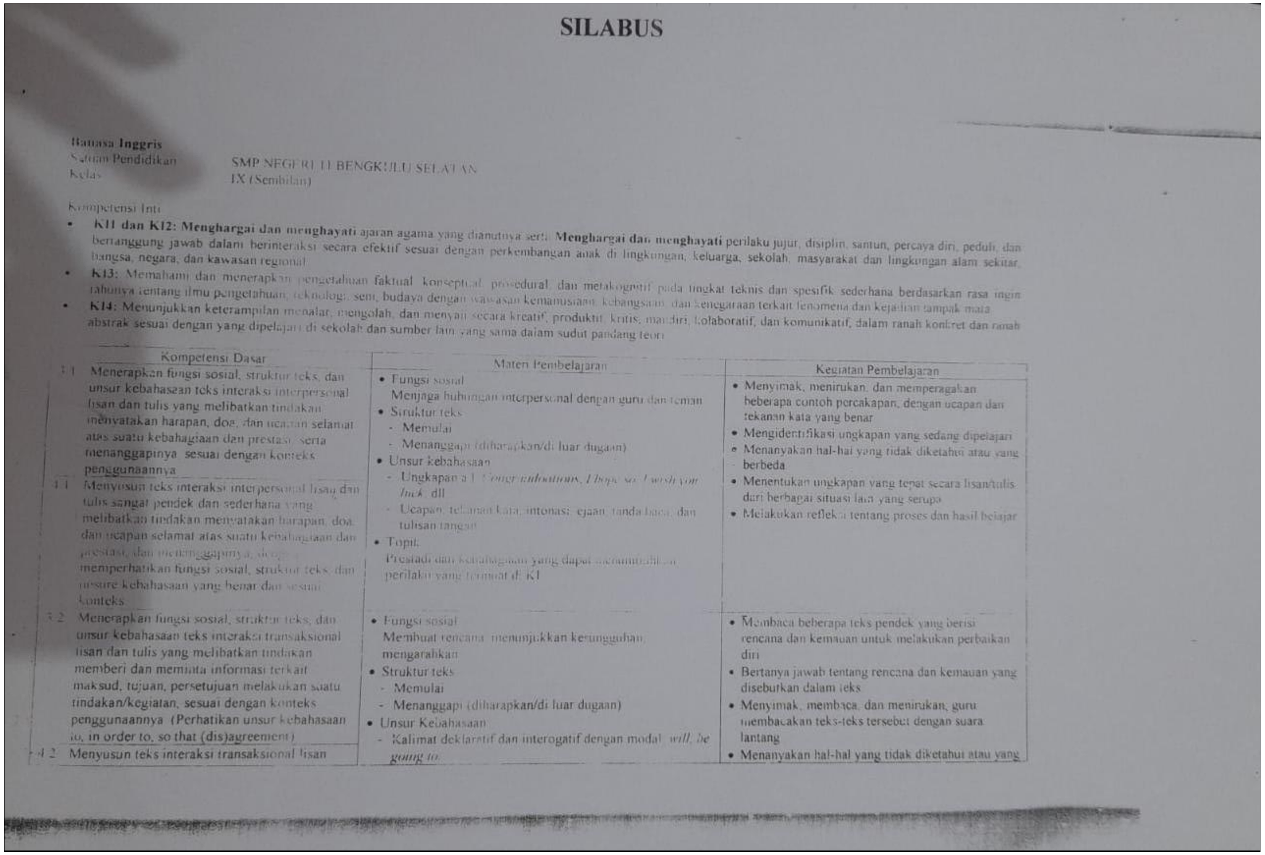
Neta Mela Sari
NIM:181123032

Appendix I

Research Schedule

Research Schedule at SMPN II South Bengkulu

No	Schedule	Meeting	Time	Text Tittle	Place
1	Pre Observation	1st	15/09/2021	-	IX A Classroom SMPN 11 South Bengkulu
2	Pre test	2nd	25/03/2022		IX A Classroom SMPN 11 South Bengkulu
3	Meeting with english Teacher	3rd	08.00-09.30 am, Wednesday, 30/3/2022	Prepare bahan ajar seperti Silabus, rpp, dll	IX A Classroom SMPN 11 South Bengkulu
4	First Meeting in Cycle I	4rd	07.00-08.30 am, Thursday, 7/4/2022	Come and visit us, Text mempromosikan barang dan jasa	IX A Classroom SMPN 11 South Bengkulu
4	Second Meeting in Cycle I	4th	10.00-11.30 am, Tuesday, 12/4/2022	Come and visit us, Text mempromosikan barang dan jasa	IX A Classroom SMPN 11 South Bengkulu
5	Post Test in Cycle I	5th	08.00-09.30 am, Wednesday, 20/4/2022	Come and visit us, Text mempromosikan barang dan jasa	IX A Classroom SMPN 11 South Bengkulu
6	The first Meeting in Cycle II	6th	08.00-09.30 am, Wednesday, 27/4/2022	You can always come back home.	IX A Classroom SMPN 11 South Bengkulu
7	Post test in Cycle II	7th	08.00-09.30 am, Tuesday 10/5/2022	You can always come back home.	IX A Classroom SMPN 11 South Bengkulu



SILABUS

Bahasa Inggris
Satuan Pendidikan SMP NEGERI 11 BENGKULU SELATAN
Kelas IX (Sembilan)

Kompetensi Inti

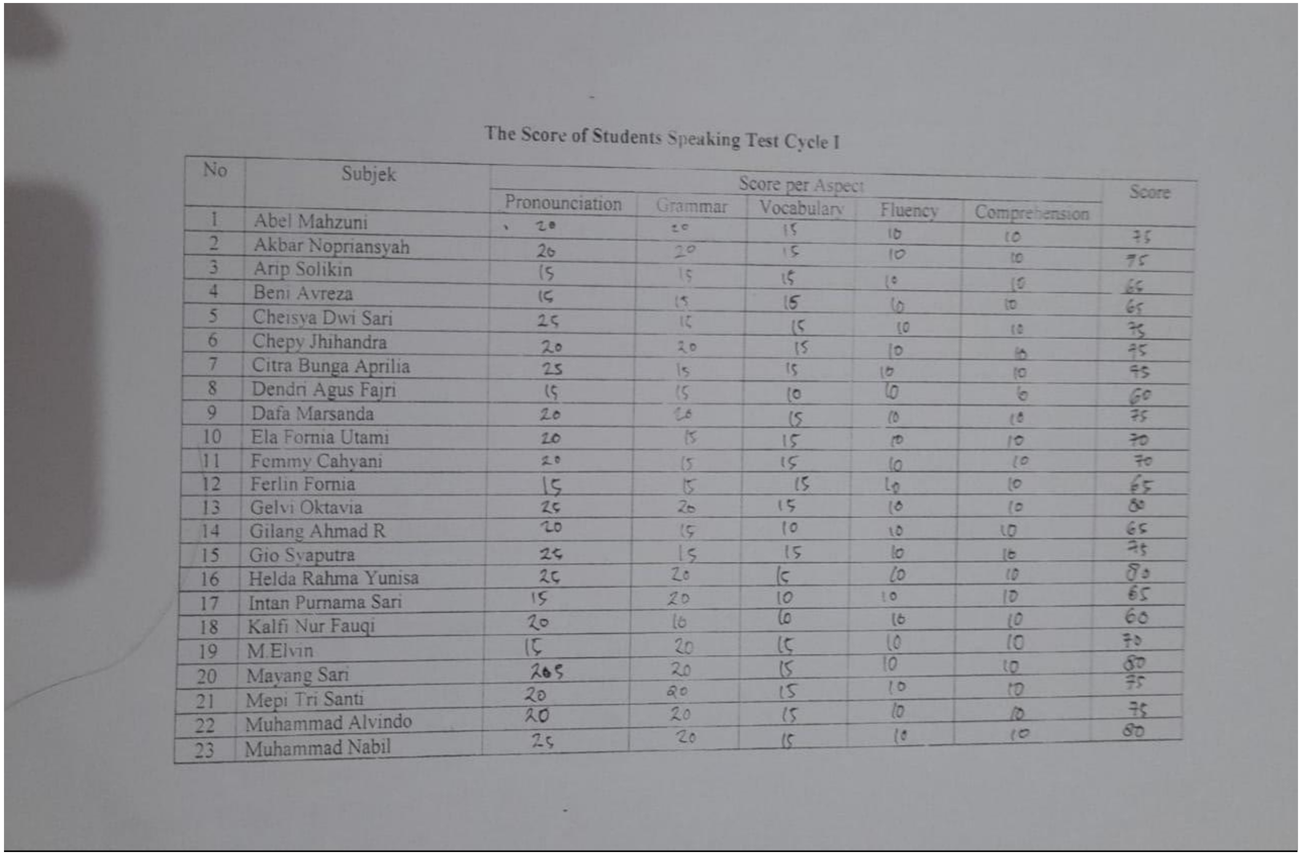
- **KI1 dan KI2: Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyatakan harapan, doa, dan ucapan selamat atas suatu kebahagiaan dan prestasi, serta menanggapinya sesuai dengan konteks penggunaannya	• Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Ungkapan a.l. *Congratulations, I hope so, I wish you luck*, dll - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Prestasi dan kebahagiaan yang dapat menumbuhkan perilaku yang termuat di KI	• Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar • Mengidentifikasi ungkapan yang sedang dipelajari • Menanyakan hal-hal yang tidak diketahui atau yang berbeda • Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa • Melakukan refleksi tentang proses dan hasil belajar
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyatakan harapan, doa dan ucapan selamat atas suatu kebahagiaan dan prestasi, dan menanggapinya, dengan memperhatikan fungsi sosial, struktur teks dan unsure kebahasaan yang benar dan sesuai konteks		
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan to, in order to, so that (dis)agreement)	• Fungsi sosial Membuat rencana, menunjukkan kesungguhan, mengarahkan • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Kalimat deklaratif dan interogatif dengan modal *will, be going to*	• Membaca beberapa teks pendek yang berisi rencana dan kemauan untuk melakukan perbaikan diri • Bertanya jawab tentang rencana dan kemauan yang disebutkan dalam teks • Menyimak, membaca, dan menirukan, guru membacakan teks-teks tersebut dengan suara lantang • Menanyakan hal-hal yang tidak diketahui atau yang
4.2 Menyusun teks interaksi transaksional lisan		

dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	- Ungkapan persetujuan *I agree. That's a good idea. I don't think it's a good idea.* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Tindakan dan kegiatan peserta didik di sekolah, rumah, dan lingkungan sekitar yang dapat menumbuhkan perilaku yang termuat di KI	berbeda • Bertanya jawab dengan teman tentang rencana dan kemauan untuk menghadapi ujian akhir sebaik-baiknya • Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya • Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks • Melakukan refleksi tentang proses dan hasil belajarnya
3.3 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk label, dengan meminta dan memberi informasi terkait obat/makanan/ minuman, sesuai dengan konteks penggunaannya	• Fungsi sosial Memilih obat/makanan/ minuman yang sehat dan aman, menghindari efek negatif, dan mendapatkan hasil terbaik • Struktur Teks Dapat mencakup: nama asli dan nama dagang obat, deskripsi, volume, bahan, cara menggunakan, cara menyimpan, tanggal kadaluarsa • Unsur Kebahasaan - Istilah khusus terkait dengan produk - Kalimat imperatif - Tata bahasa: frasa nominal untuk menyebut benda, cara menyebut jumlah/ukuran - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Informasi tentang obat/ makanan/minuman yang dapat menumbuhkan perilaku yang termuat di KI	• Membaca dan mengidentifikasi berbagai informasi yang tertera di label obat/makanan/ minuman dengan menuliskan informasi ke dalam tabel analisis • Mempelajari contoh mempresentasikan isi tabel, dan kemudian belajar menyampaikan secara lisan dengan ucapan dan tekanan kata yang benar • Melakukan langkah-langkah yang sama yang telah dilakukan sebelumnya untuk mengamati label makanan dan minuman • Mempresentasikan hasil analisis secara lisan di depan kelompok lain • Melakukan refleksi tentang proses dan hasil belajarnya
4.3 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk label pendekdansederhana, terkait obat/makanan/ minuman		
3.4 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait resep makanan/ minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya	• Fungsi sosial Mendapatkan hasil terbaik secara efektif dan efisien, menghindari kerusakan, kecelakaan, dan pemborosan • Struktur Teks Dapat mencakup - nama makanan, minuman, - alat, mesin, bahan, aparatus yang diperlukan, - cara memasak, menggunakan dalam bentuk langkah-langkah kerja secara berurutan • Unsur Kebahasaan - Kosa kata khusus terkait dengan produk,	• Didektekan beberapa resep makanan/ minuman oleh guru menulis dengan tangan beberapa resep di buku catatan masing-masing sambil mengucapkan setiap kata dengan ucapan dan tekanan kata yang benar • Dengan menggunakan tabel, menganalisis struktur nomina yang digunakan untuk menyebutkan benda-benda • Dengan cara yang sama menganalisis struktur kalimat yang menyebutkan langkah kerja • Mencermati manual, dan berlatih membacakan
4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis, sangat pendek dan sederhana, dalam bentuk resep dan manual		

	- Frasa nominal untuk menyebut benda - kata sambung *first, next, then, finally* - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Resep makanan/minuman, manual peralatan yang terkait dengan kehidupan peserta didik yang dapat menumbuhkan perilaku yang termuat di KI	dengan suara lantang, dengan ucapan dan tekanan kata yang benar • Menyalin resep makanan/minuman dari buku resep dengan ditulis tangan dan kemudian ditempel di dinding kelas atau majalah dinding • Melakukan refleksi tentang proses dan hasil belajarnya
3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang sedang dilakukan/ terjadi pada saat ini, waktu lampau, dan waktu yang akan datang, sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan present continuous, past continuous, will+continuous)	• Fungsi sosial Mendeskripsikan, melaporkan, menjelaskan • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Kalimat deklaratif dan interogative dalam *present continuous tense, past continuous, dan continuous* dengan modal *will* - Klausa adverbial dengan kata sambung *when..., while...* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Keadaan/tindakan/kegiatan/kejadian di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI	• Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa keadaan, kegiatan yang sedang berlangsung pada saat ini, atau titik waktu di masa lampau dan di waktu yang akan datang • Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar • Bertanya jawab tentang kegiatan/peristiwa yang sedang berlangsung pada saat ini, atau titik waktu di masa lampau dan di waktu yang akan datang yang disebutkan dalam teks lain lagi • Mengumpulkan informasi tentang kesibukan beberapa orang dalam teks-teks pendek dan sederhana dengan menyebutkan apa yang sedang dilakukan saat ini, pada satu titik waktu lampau dan yang akan datang • Menempelkan karyanya di dinding kelas atau majalah dinding • Melakukan refleksi tentang proses dan hasil belajarnya
4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/kejadian yang sedang dilakukan/ terjadi pada saat ini, waktu lampau, dan waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang sudah/ telah dilakukan/terjadi di waktu lampau dikaitkan dengan keadaan sekarang, tanpa menyebutkan waktu terjadinya secara spesifik, sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan *present perfect*	• Fungsi sosial Mendeskripsikan, melaporkan, menjelaskan • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Kalimat deklaratif dan interogative dalam *present perfect tense* Kata sambung *since, for*, kata penunjuk waktu *now*	• Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau tanpa menyebutkan waktu terjadinya secara spesifik • Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar • Bertanya jawab tentang kegiatan/peristiwa di waktu lampau tanpa menyebutkan waktu terjadinya secara

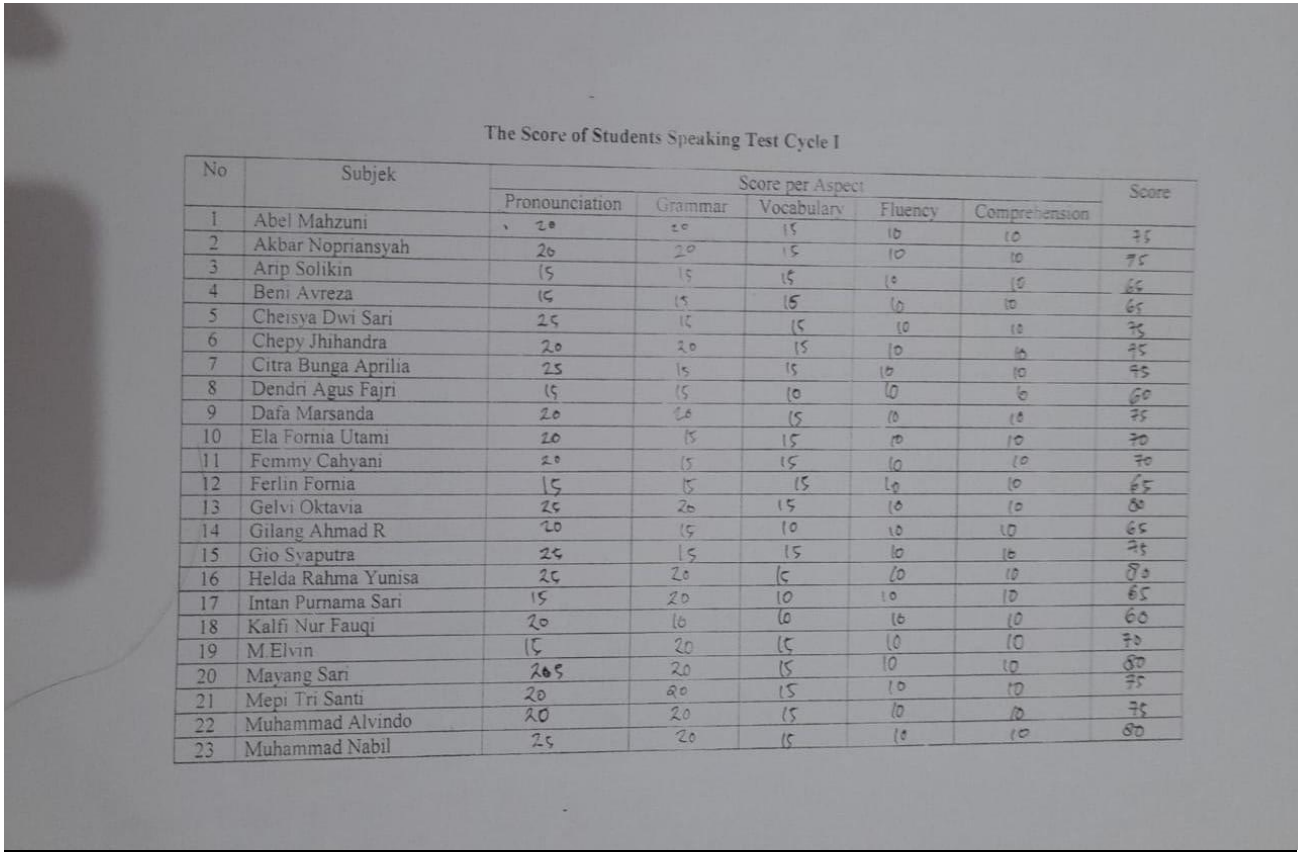
keadaan/ tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan *passive voice*) 4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks (perhatikan unsur kebahasaan *passive voice*)	- Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam passive voice - Preposisi *by* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hasil kerajinan, makanan, dsb yang sangat dikenal yang dapat menumbuhkan perilaku yang termuat di KI	• Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar • Mengumpulkan informasi tentang beberapa benda yang dideskripsikan dengan banyak menggunakan kalimat pasif • Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar • Melakukan refleksi tentang proses dan hasil belajarnya
3.9 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks information report lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas IX, pendek dan sederhana, sesuai dengan konteks penggunaannya 4.9 Teks Information Report 4.9.1 Menangkapmakna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan *teks information report* lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX 4.9.2 Menyusun teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di Kelas IX, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• Fungsi sosial Mempresentasikan pengetahuan umum tentang orang, benda, binatang, fenomena sosial, dan fenomena alam, secara ilmiah dan obyektif • Struktur teks Dapat mencakup - jenis, golongan, spesies dari obyek secara umum - unsur-unsur rincian deskripsi tentang obyek pada umumnya • Unsur kebahasaan - Kalimat deklaratif dan interogatif dalam simple present tense dan passive voice - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Tumbuhan, hewan, teknologi, dan gejala/ peristiwa alam dan sosial terkait dengan mata pelajaran lain di Kelas IX yang dapat menumbuhkan perilaku yang termuat di KI	• Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX • Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaanya, seperti yang dicontohkan • Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda • Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya • Mempresentasikan teksnya kepada teman-teman yang mendatangi • Tiap kelas membuat satu proyek menulis booklet tentang flora fauna lokal, yang hasilnya akan dilombakan dengan kelas lain. • Melakukan refleksi tentang proses dan hasil belajarnya
3.10 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk iklan dengan memberi dan meminta informasi terkait produk dan jasa, sesuai dengan konteks penggunaannya	• Fungsi sosial Mempromosikan produk dan jasa • Struktur Teks Dapat mencakup	• Mencermati iklan pendek dan sederhana dan dengan contoh mengidentifikasi bagian-bagian iklan dan ungkapan atau kata yang digunakan dengan menggunakan tabel analisis



The Score of Students Speaking Test Cycle I

No	Subjek	Score per Aspect					Score
		Pronounciation	Grammar	Vocabulary	Fluency	Comprehension	
1	Abel Mahzuni	20	20	15	10	10	75
2	Akbar Nopriansyah	20	20	15	10	10	75
3	Arip Solikin	15	15	15	10	10	65
4	Beni Avreza	15	15	15	10	10	65
5	Cheisya Dwi Sari	25	15	15	10	10	75
6	Chepy Jhihandra	20	20	15	10	10	75
7	Citra Bunga Aprilia	25	15	15	10	10	75
8	Dendri Agus Fajri	15	15	10	10	10	60
9	Dafa Marsanda	20	20	15	10	10	75
10	Ela Fornia Utami	20	15	15	10	10	70
11	Femmy Cahyani	20	15	15	10	10	70
12	Ferlin Fornia	15	15	15	10	10	65
13	Gelvi Oktavia	25	20	15	10	10	80
14	Gilang Ahmad R	20	15	10	10	10	65
15	Gio Syaputra	25	15	15	10	10	75
16	Helda Rahma Yunisa	25	20	15	10	10	80
17	Intan Purnama Sari	15	20	10	10	10	65
18	Kalfi Nur Fauqi	20	10	10	10	10	60
19	M.Elvin	15	20	15	10	10	70
20	Mayang Sari	205	20	15	10	10	80
21	Mepi Tri Santi	20	20	15	10	10	75
22	Muhammad Alvindo	20	20	15	10	10	75
23	Muhammad Nabil	25	20	15	10	10	80

4.10 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk iklan, pendek dan sederhana, terkait produk dan jasa	- *Visual* - *Logo* - *Headline* - *Sub-headline* (lebih rinci daripada *headline*) - *Body copy* (uraian pesan yang lebih detail dari *sub-headline*) • Unsur Kebahasaan - Ungkapan dan kata sesuai dengan kekhasan setiap iklan - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Produk dan jasa terkait dengan kehidupan peserta didik SMP/MTs yang dapat menumbuhkan perilaku yang termuat di KI	• Menggunakan tabel analisis, mencermati beberapa iklan lain untuk mengidentifikasi bagian-bagiannya • Mengidentifikasi persamaan dan perbedaan beberapa iklan dari segi isi dan bentuk • Mempresentasikan hasil analisis secara lisan di depan kelompok lain • Melakukan refleksi tentang proses dan hasil belajarnya
3.11 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs 4.11 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan - Kosa kata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI	• Membaca, menyimak, dan menirukan lirik lagu secara lisan • Menanyakan hal-hal yang tidak diketahui atau berbeda • Menyebutkan pesan yang terkait dengan bagian-bagian tertentu • Melakukan refleksi tentang proses dan hasil belajarnya



The Score of Students Speaking Test Cycle I

No	Subjek	Score per Aspect					Score
		Pronounciation	Grammar	Vocabulary	Fluency	Comprehension	
1	Abel Mahzuni	20	20	15	10	10	75
2	Akbar Nopriansyah	20	20	15	10	10	75
3	Arip Solikin	15	15	15	10	10	65
4	Beni Avreza	15	15	15	10	10	65
5	Cheisya Dwi Sari	25	15	15	10	10	75
6	Chepy Jhihandra	20	20	15	10	10	75
7	Citra Bunga Aprilia	25	15	15	10	10	75
8	Dendri Agus Fajri	15	15	10	10	10	60
9	Dafa Marsanda	20	20	15	10	10	75
10	Ela Fornia Utami	20	15	15	10	10	70
11	Femmy Cahyani	20	15	15	10	10	70
12	Ferlin Fornia	15	15	15	10	10	65
13	Gelvi Oktavia	25	20	15	10	10	80
14	Gilang Ahmad R	20	15	10	10	10	65
15	Gio Syaputra	25	15	15	10	10	75
16	Helda Rahma Yunisa	25	20	15	10	10	80
17	Intan Purnama Sari	15	20	10	10	10	65
18	Kalfi Nur Fauqi	20	10	10	10	10	60
19	M.Elvin	15	20	15	10	10	70
20	Mayang Sari	25	20	15	10	10	80
21	Mepi Tri Santi	20	20	15	10	10	75
22	Muhammad Alvindo	20	20	15	10	10	75
23	Muhammad Nabil	25	20	15	10	10	80

24	Neval Agustian	15	15	10	10	10	60
25	Okta Awurilia	20	20	15	10	10	75
26	Rapita	25	20	15	10	10	80
27	Ria Mustika Putri	15	20	10	10	10	65
28	Rio	20	15	10	10	10	65
29	Sahsi Man Albar	20	20	15	10	10	75
30	Sherly Rahmadani	15	20	10	10	10	65
Total		595	530	~~40~~ 410	300	300	2135
Mean		19,83	17,67	13,67	10	10	71,17
Complete		16					
Not Complete		14					

53,33%
46,67%

Collaborator

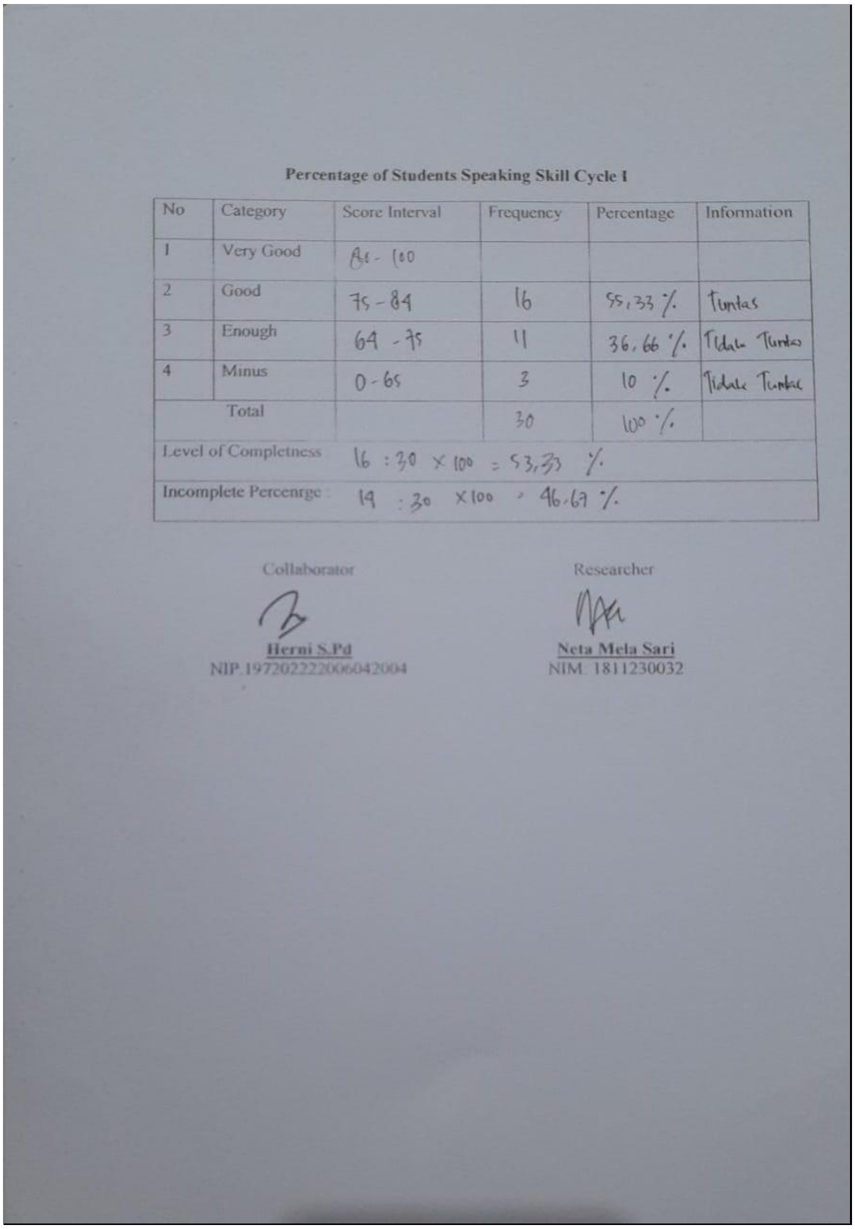
Herni S.Pd
NIP.197202222006042004

Researcher

Neta Mela Sari
NIM: 1811230032

Mean : ~~Speaking~~ Pronounciation = 595 : 30 = 19,83
Grammar = 530 : 30 = 17,67
Vocabulary = 410 : 30 = 13,67
Fluency = 300 : 30 = 10
Comprehension = 300 : 30 = 6

Complete : 16 : 30 × 100 = 53,33 %
Not Complete : 14 : 30 × 100 = 46,67 %



Percentage of Students Speaking Skill Cycle I

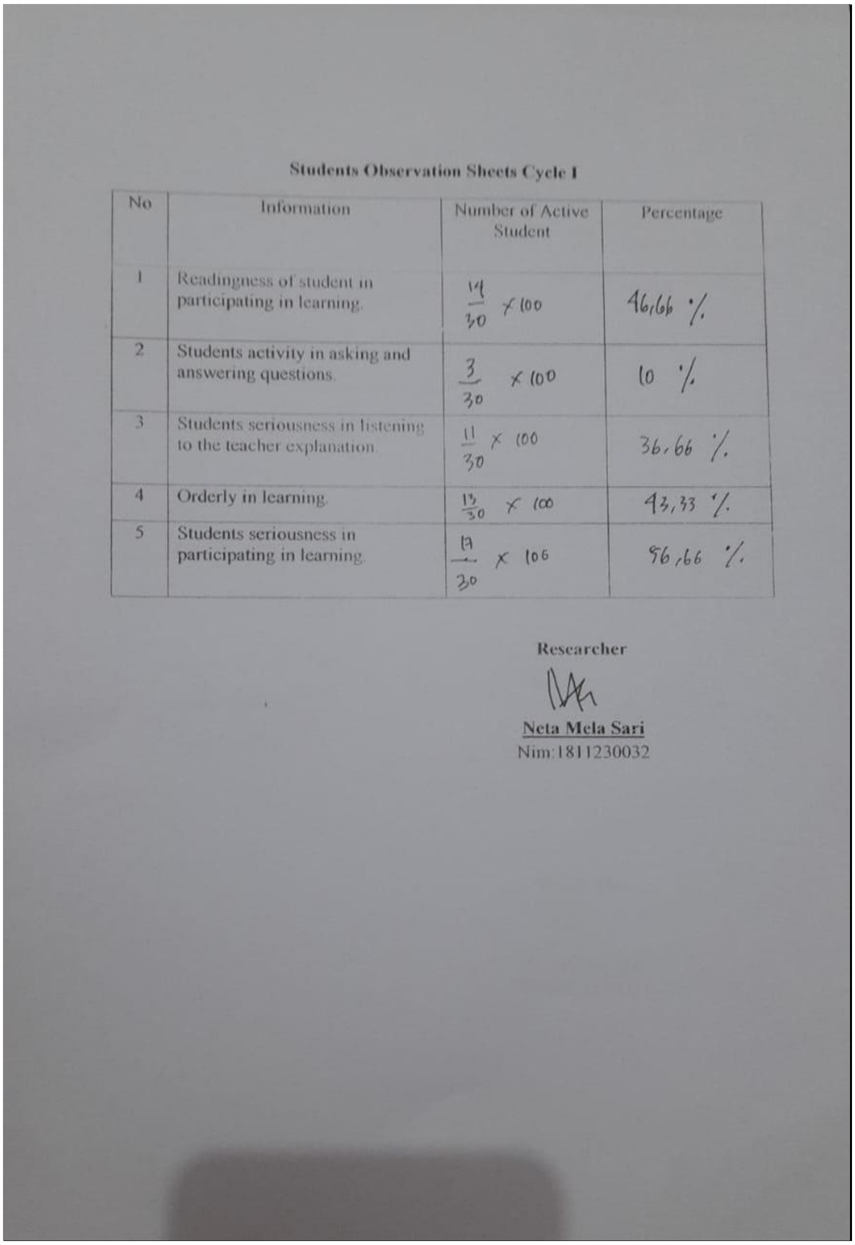
No	Category	Score Interval	Frequency	Percentage	Information
1	Very Good	85 - 100			
2	Good	75 - 84	16	55,33 %	Tuntas
3	Enough	64 - 75	11	36,66 %	Tidak Tuntas
4	Minus	0 - 65	3	10 %	Tidak Tuntas
	Total		30	100 %	
Level of Completness	16 : 30 × 100 = 53,33 %				
Incomplete Percenrge :	19 : 30 × 100 = 46,67 %				

Collaborator

Herni S.Pd
NIP.197202222006042004

Researcher

Neta Mela Sari
NIM. 1811230032

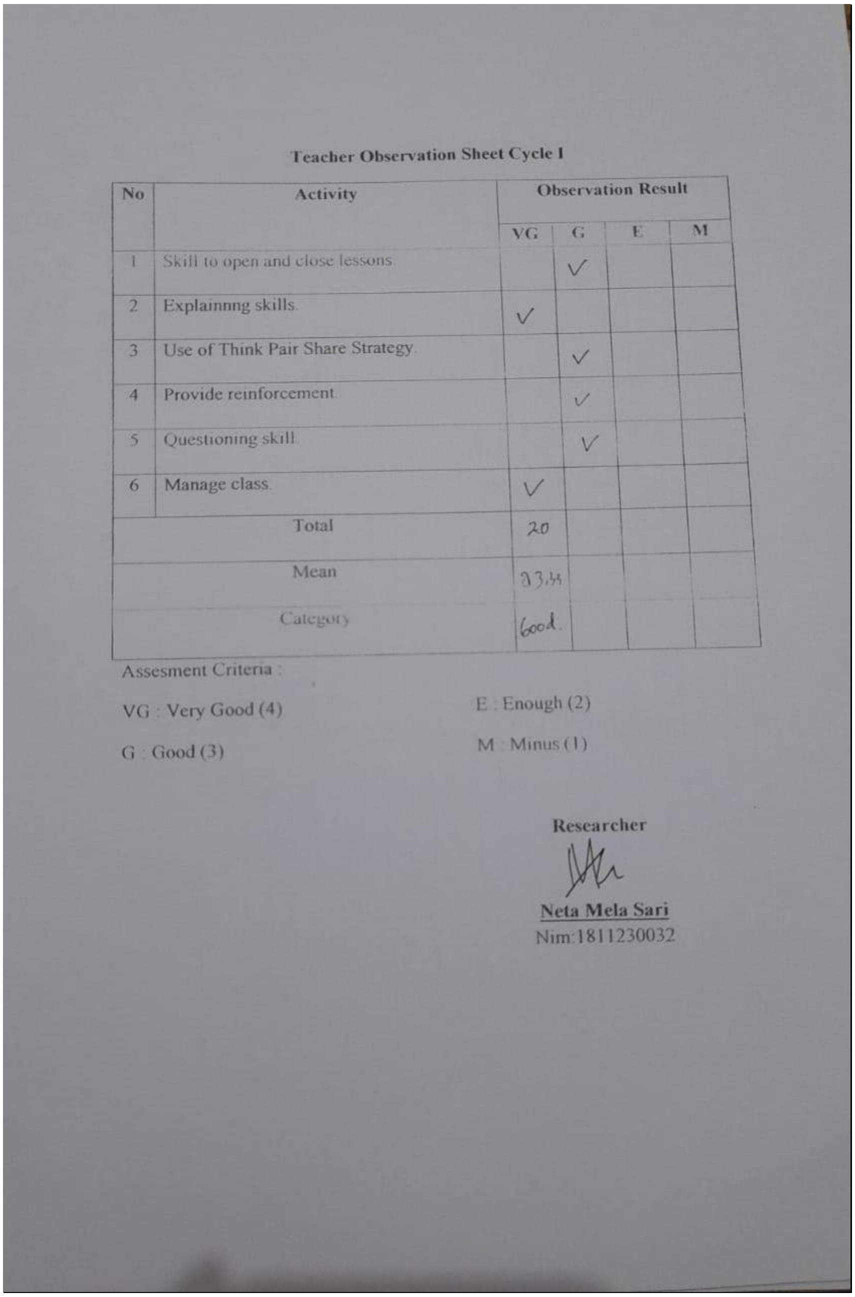


Students Observation Sheets Cycle I

No	Information	Number of Active Student	Percentage
1	Readingness of student in participating in learning.	$\frac{14}{30} \times 100$	46,66 %
2	Students activity in asking and answering questions.	$\frac{3}{30} \times 100$	10 %
3	Students seriousness in listening to the teacher explanation.	$\frac{11}{30} \times 100$	36,66 %
4	Orderly in learning.	$\frac{13}{30} \times 100$	43,33 %
5	Students seriousness in participating in learning.	$\frac{17}{30} \times 106$	56,66 %

Researcher

Neta Mela Sari
Nim:1811230032



Teacher Observation Sheet Cycle I

No	Activity	Observation Result			
		VG	G	E	M
1	Skill to open and close lessons.		✓		
2	Explainnng skills.	✓			
3	Use of Think Pair Share Strategy.		✓		
4	Provide reinforcement.		✓		
5	Questioning skill.		✓		
6	Manage class.	✓			
Total		20			
Mean		83,33			
Category		Good.			

Assesment Criteria :

VG : Very Good (4)

G : Good (3)

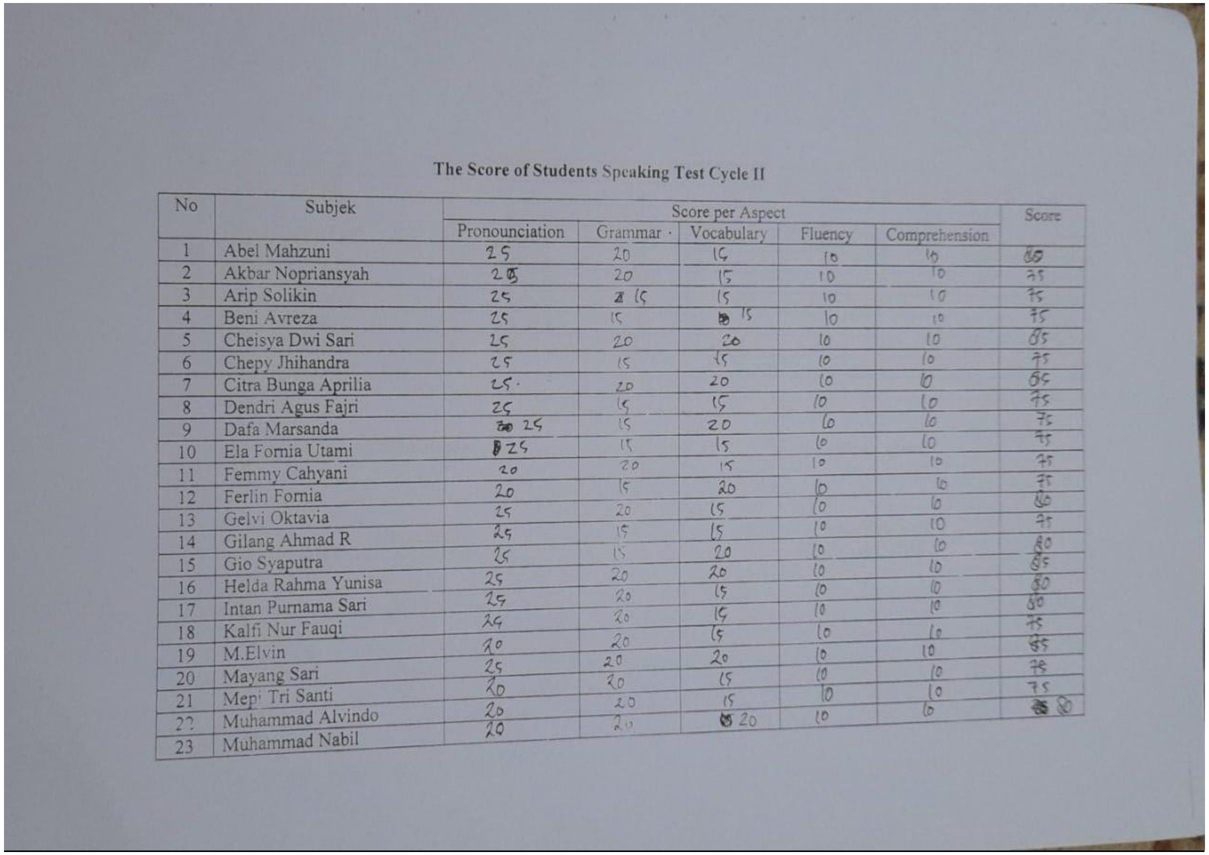
E : Enough (2)

M : Minus (1)

Researcher

Neta Mela Sari

Nim:1811230032



The Score of Students Speaking Test Cycle II

No	Subjek	Score per Aspect					Score
		Pronounciation	Grammar ·	Vocabulary	Fluency	Comprehension	
1	Abel Mahzuni	25	20	15	10	10	80
2	Akbar Nopriansyah	25	20	15	10	10	75
3	Arip Solikin	25	15	15	10	10	75
4	Beni Avreza	25	15	15	10	10	75
5	Cheisya Dwi Sari	25	20	20	10	10	85
6	Chepy Jhihandra	25	15	15	10	10	75
7	Citra Bunga Aprilia	25.	20	20	10	10	85
8	Dendri Agus Fajri	25	15	15	10	10	75
9	Dafa Marsanda	~~30~~ 25	15	20	10	10	75
10	Ela Fornia Utami	25	15	15	10	10	75
11	Femmy Cahyani	20	20	15	10	10	75
12	Ferlin Fornia	20	15	20	10	10	75
13	Gelvi Oktavia	25	20	15	10	10	80
14	Gilang Ahmad R	25	15	15	10	10	75
15	Gio Syaputra	25	15	20	10	10	80
16	Helda Rahma Yunisa	25	20	20	10	10	85
17	Intan Purnama Sari	25	20	15	10	10	80
18	Kalfi Nur Fauqi	24	20	15	10	10	80
19	M.Elvin	20	20	15	10	10	75
20	Mayang Sari	25	20	20	10	10	85
21	Mepi Tri Santi	20	20	15	10	10	78
22	Muhammad Alvindo	20	20	15	10	10	75
23	Muhammad Nabil	20	20	20	10	10	80

24	Neval Agustian	25	15	15	10	10	75
25	Okta Awurilia	20	20	15	10	10	75
26	Rapita	25	20	15	10	10	80
27	Ria Mustika Putri	20	20	15	10	10	75
28	Rio	25	15	15	10	10	75
29	Sahsi Man Albar	20	20	15	10	10	75
30	Sherly Rahmadani	20	20	15	10	10	75
	Total	690	540	495	300	300	2325
	Mean	23	18	16,[illegible]5	10	10	77,[illegible]5
	Complete						100%
	Not Complete						0%

Collaborator

Herni S.Pd
NIP.197202222006042004

Researcher

Neta Mela Sari
NIM: 1811230032

Mean : Pronounciation = 690 : 30 = 23
Grammar = 540 : 30 = 18
Vocabulary = 490 : 30 = 16,[illegible]5
fluency = 300 : 30 = 10
Comprehension = 300 : 30 = 10

Complete : 30 : 30 × 100 % = 100 %

Percentage of Students Speaking Skill Cycle II

No	Category	Score Interval	Frequency	Percentage	Information
1	Very Good	85 - 100	4		
2	Good	75 - 84	26		
3	Enough	65 - 75			
4	Minus	0 - 64			
	Total				
Level of Completness :	30 : 30 x 100 = 100 %.				
Incomplete Percenrge :	-				

Collaborator

Herni S.Pd
NIP.197202222006042004

Researcher

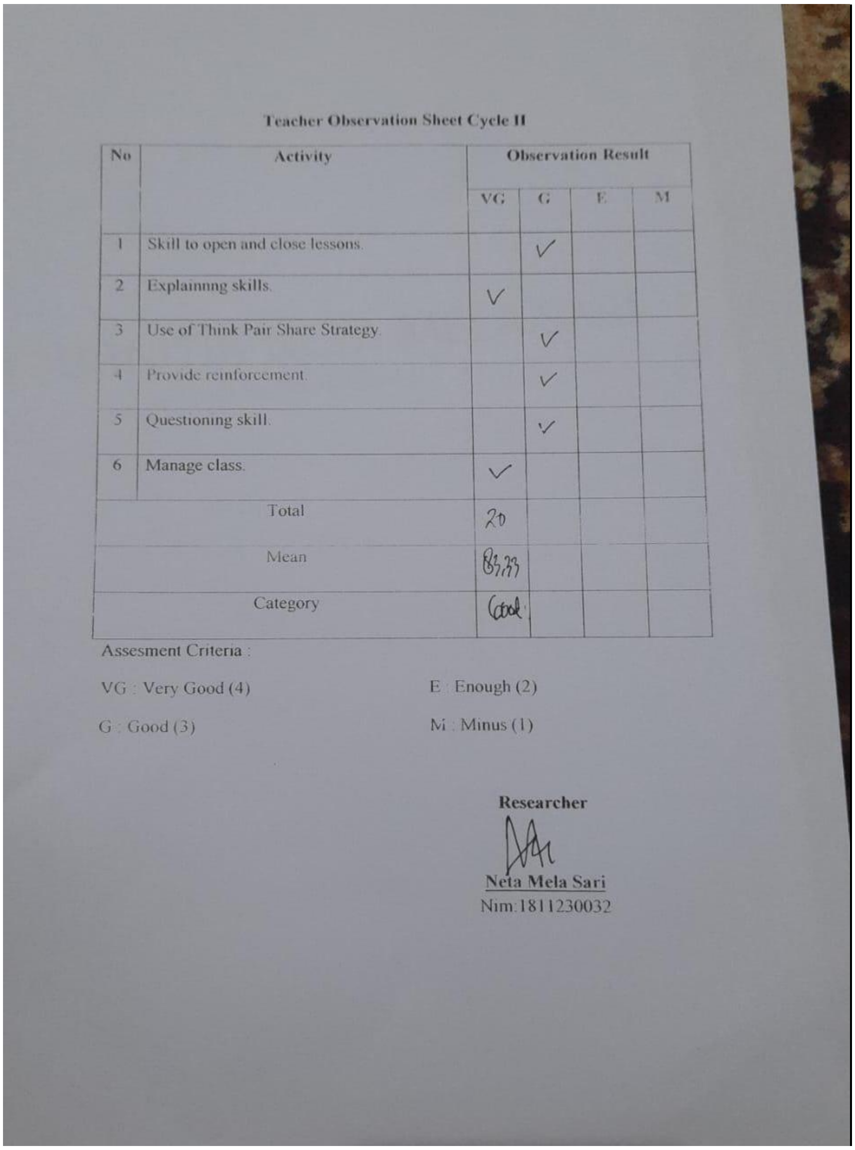
Neta Mela Sari
NIM: 1811230032

Students Observation Sheets Cycle II

No	Information	Number of Active Student	Percentage
1	Readingness of student in participating in learning.	$\frac{20}{30} \times 100$	66.66 %
2	Students activity in asking and answering questions.	$\frac{7}{30} \times 100$	23,33 %
3	Students seriousness in listening to the teacher explanation	$\frac{18}{30} \times 100$	60 %
4	Orderly in learning.	$\frac{17}{30} \times 100$	56,66 %
5	Students seriousness in participating in learning.	$\frac{16}{30} \times 100$	53,33 %

Researcher

Neta Mela Sari
Nim:1811230032



Teacher Observation Sheet Cycle II

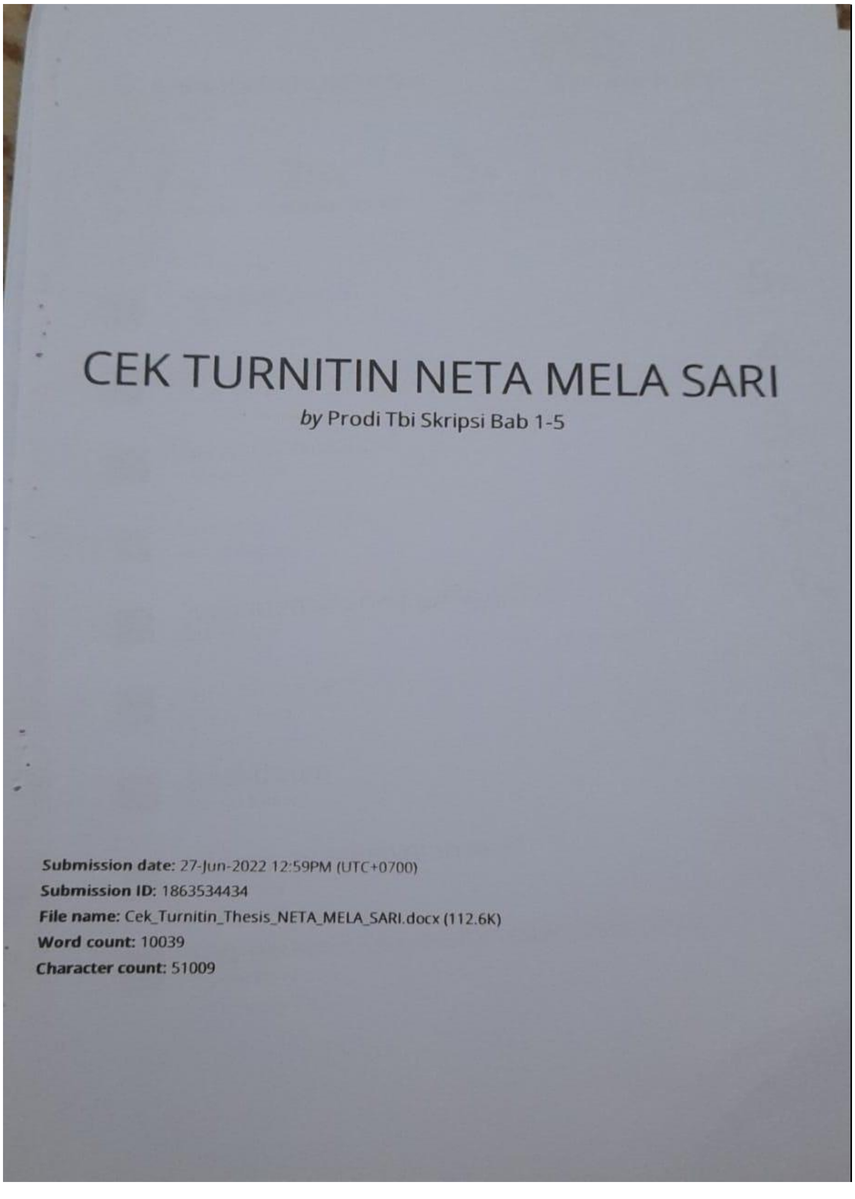
No	Activity	Observation Result			
		VG	G	E	M
1	Skill to open and close lessons.		✓		
2	Explainnng skills.	✓			
3	Use of Think Pair Share Strategy.		✓		
4	Provide reinforcement.		✓		
5	Questioning skill.		✓		
6	Manage class.	✓			
Total		20			
Mean		83,33			
Category		Good			

Assesment Criteria :

VG : Very Good (4)	E : Enough (2)
G : Good (3)	M : Minus (1)

Researcher

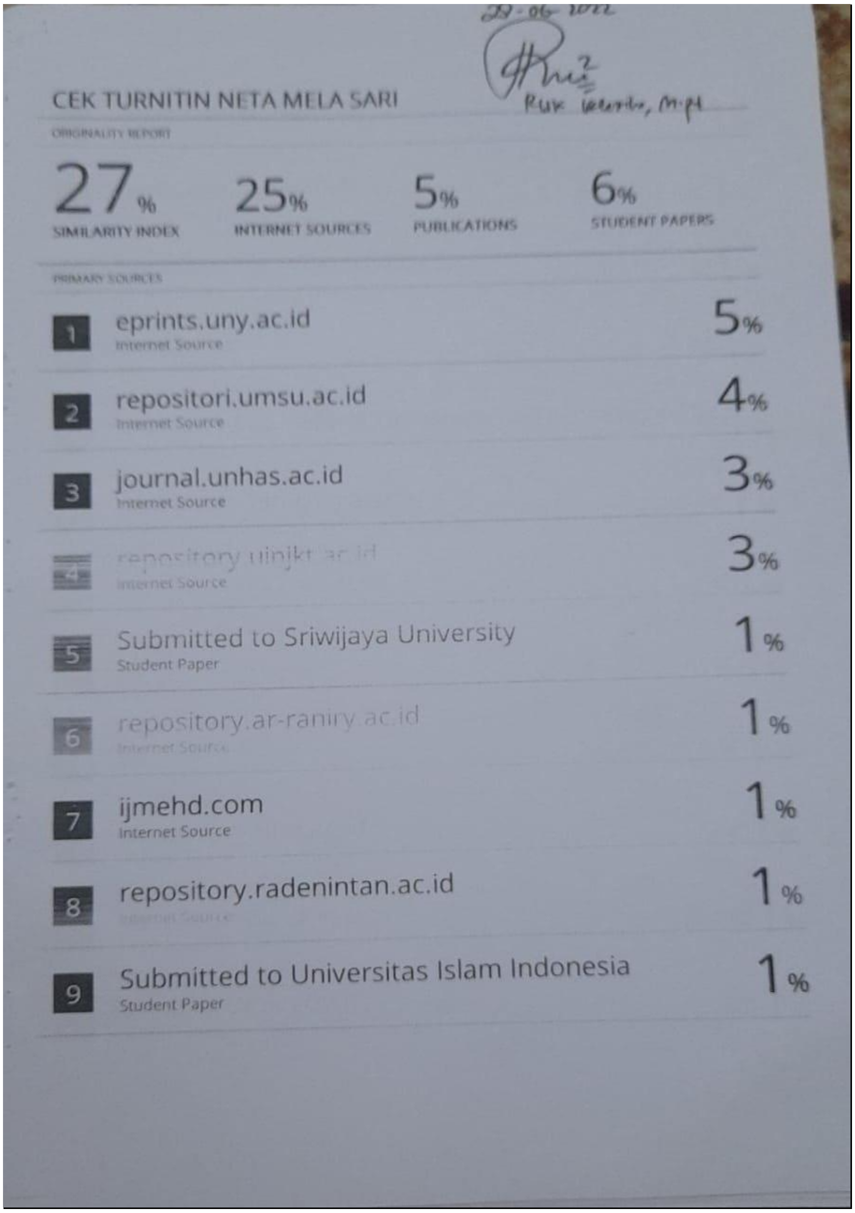
Neta Mela Sari
Nim:1811230032



CEK TURNITIN NETA MELA SARI

by Prodi Tbi Skripsi Bab 1-5

Submission date: 27-Jun-2022 12:59PM (UTC+0700)
Submission ID: 1863534434
File name: Cek_Turnitin_Thesis_NETA_MELA_SARI.docx (112.6K)
Word count: 10039
Character count: 51009



22-06-2022

Ruk [illegible], M.Pd

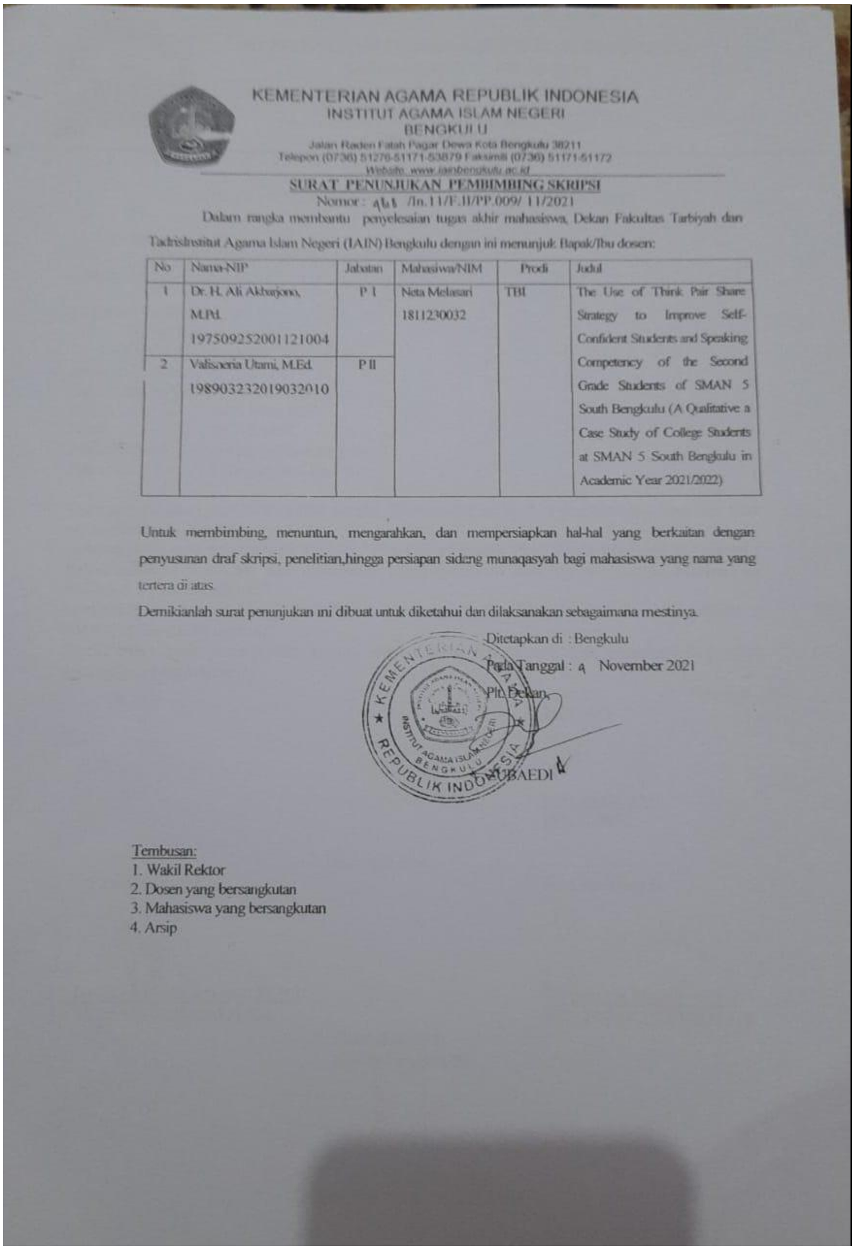
CEK TURNITIN NETA MELA SARI

ORIGINALITY REPORT

27%	25%	5%	6%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	eprints.uny.ac.id Internet Source	5%
2	repositori.umsu.ac.id Internet Source	4%
3	journal.unhas.ac.id Internet Source	3%
4	repository.uinjkt.ac.id Internet Source	3%
5	Submitted to Sriwijaya University Student Paper	1%
6	repository.ar-raniry.ac.id Internet Source	1%
7	ijmehd.com Internet Source	1%
8	repository.radenintan.ac.id Internet Source	1%
9	Submitted to Universitas Islam Indonesia Student Paper	1%



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor : 416 /In.11/F.II/PP.009/ 11/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan TadrisInstitut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Dr. H. Ali Akbarjono, M.Pd. 197509252001121004	P I	Neta Melasari 1811230032	TBI	The Use of Think Pair Share Strategy to Improve Self-Confident Students and Speaking Competency of the Second Grade Students of SMAN 5 South Bengkulu (A Qualitative a Case Study of College Students at SMAN 5 South Bengkulu in Academic Year 2021/2022)
2	Valisneria Utami, M.Ed. 198903232019032010	P II			

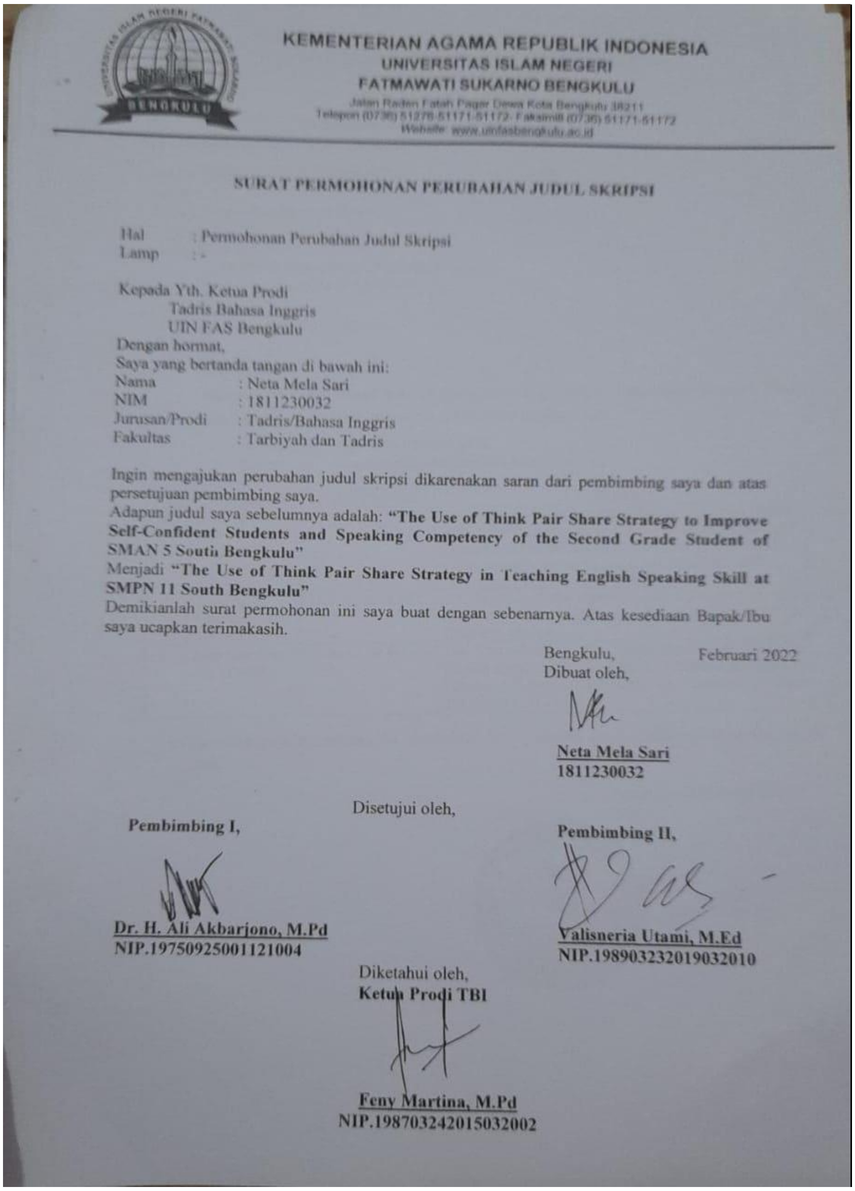
Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian,hingga persiapan sideng munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu
Pada Tanggal : 4 November 2021
Plt. Dekan,

UBAEDI

Tembusan:
1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp : -

Kepada Yth. Ketua Prodi
Tadris Bahasa Inggris
UIN FAS Bengkulu
Dengan hormat,
Saya yang bertanda tangan di bawah ini:
Nama : Neta Mela Sari
NIM : 1811230032
Jurusan/Prodi : Tadris/Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.
Adapun judul saya sebelumnya adalah: **"The Use of Think Pair Share Strategy to Improve Self-Confident Students and Speaking Competency of the Second Grade Student of SMAN 5 South Bengkulu"**
Menjadi **"The Use of Think Pair Share Strategy in Teaching English Speaking Skill at SMPN 11 South Bengkulu"**
Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, Februari 2022
Dibuat oleh,

Neta Mela Sari
1811230032

Disetujui oleh,

Pembimbing I,

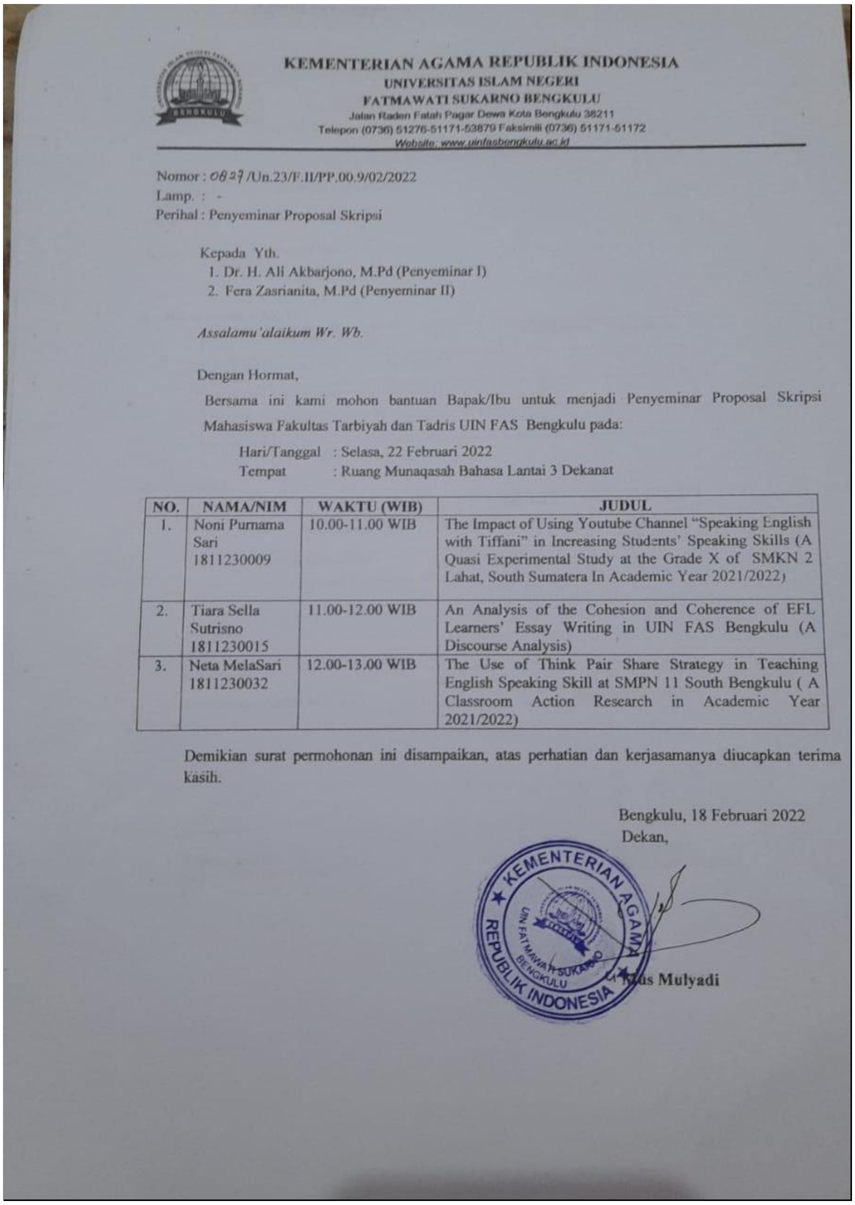
Dr. H. Ali Akbarjono, M.Pd
NIP.19750925001121004

Pembimbing II,

Valisneria Utami, M.Ed
NIP.198903232019032010

Diketahui oleh,
Ketua Prodi TBI

Feny Martina, M.Pd
NIP.198703242015032002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nomor : 0827 /Un.23/F.II/PP.00.9/02/2022
Lamp. : -
Perihal : Penyeminar Proposal Skripsi

Kepada Yth.
1. Dr. H. Ali Akbarjono, M.Pd (Penyeminar I)
2. Fera Zasrianita, M.Pd (Penyeminar II)

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris UIN FAS Bengkulu pada:

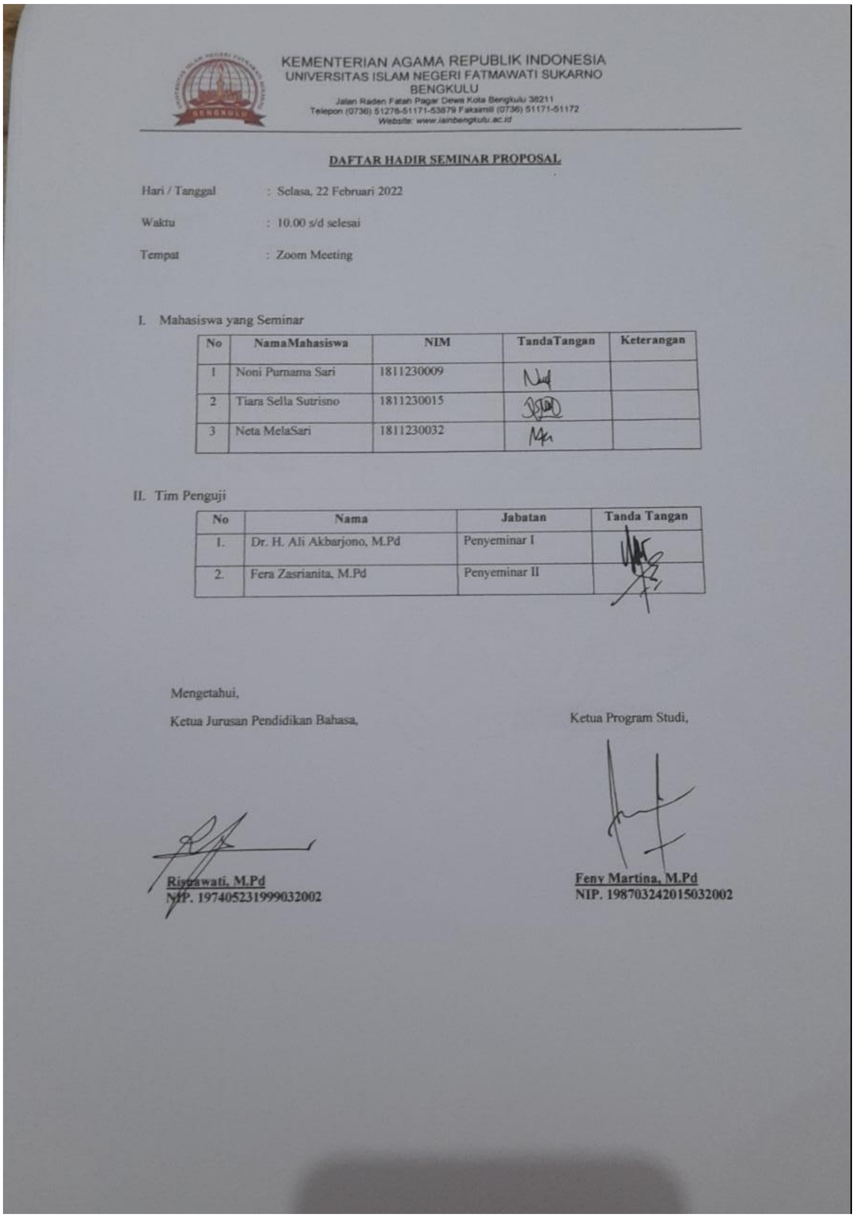
Hari/Tanggal : Selasa, 22 Februari 2022
Tempat : Ruang Munaqasah Bahasa Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Noni Purnama Sari 1811230009	10.00-11.00 WIB	The Impact of Using Youtube Channel "Speaking English with Tiffani" in Increasing Students' Speaking Skills (A Quasi Experimental Study at the Grade X of SMKN 2 Lahat, South Sumatera In Academic Year 2021/2022)
2.	Tiara Sella Sutrisno 1811230015	11.00-12.00 WIB	An Analysis of the Cohesion and Coherence of EFL Learners' Essay Writing in UIN FAS Bengkulu (A Discourse Analysis)
3.	Neta MelaSari 1811230032	12.00-13.00 WIB	The Use of Think Pair Share Strategy in Teaching English Speaking Skill at SMPN 11 South Bengkulu (A Classroom Action Research in Academic Year 2021/2022)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 18 Februari 2022
Dekan,

Mus Mulyadi



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

DAFTAR HADIR SEMINAR PROPOSAL

Hari / Tanggal : Selasa, 22 Februari 2022

Waktu : 10.00 s/d selesai

Tempat : Zoom Meeting

I. Mahasiswa yang Seminar

No	NamaMahasiswa	NIM	TandaTangan	Keterangan
1	Noni Purnama Sari	1811230009		
2	Tiara Sella Sutrisno	1811230015		
3	Neta MelaSari	1811230032		

II. Tim Penguji

No	Nama	Jabatan	Tanda Tangan
1.	Dr. H. Ali Akbarjono, M.Pd	Penyeminar I	
2.	Fera Zasrianita, M.Pd	Penyeminar II	

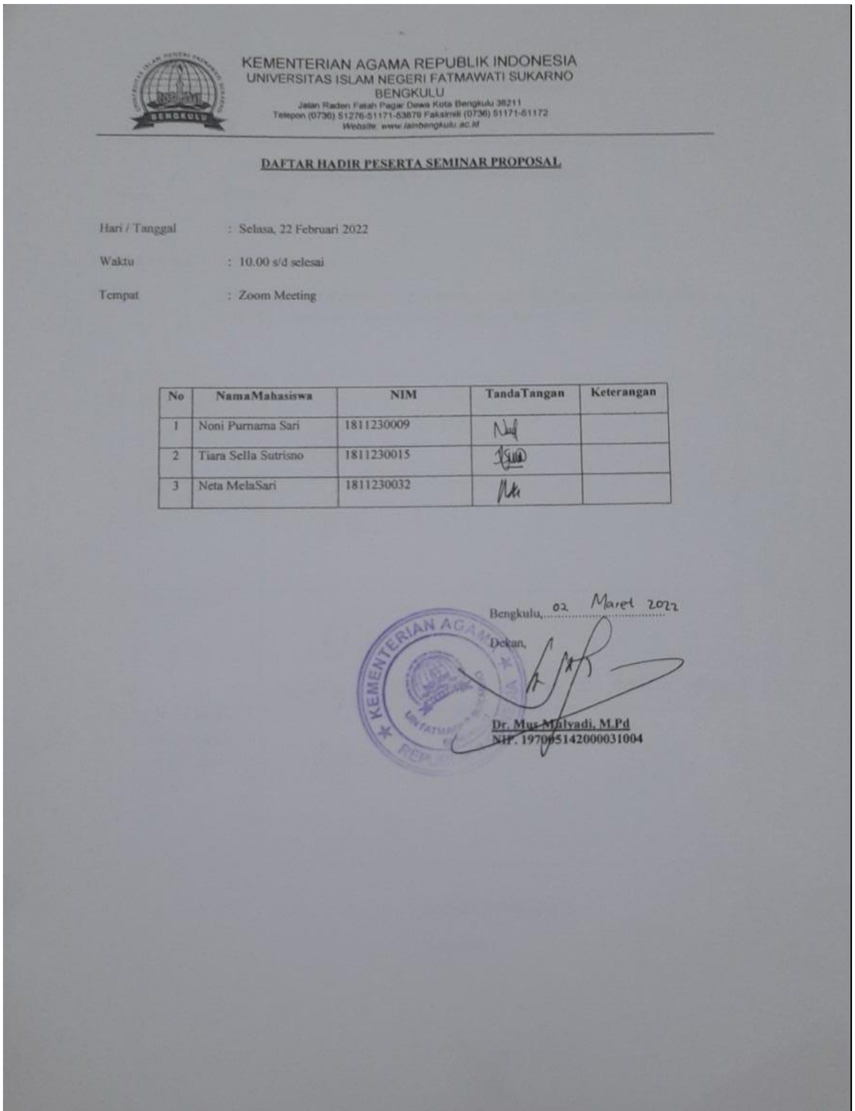
Mengetahui,

Ketua Jurusan Pendidikan Bahasa,

Risnawati, M.Pd
NIP. 197405231999032002

Ketua Program Studi,

Feny Martina, M.Pd
NIP. 198703242015032002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

DAFTAR HADIR PESERTA SEMINAR PROPOSAL

Hari / Tanggal : Selasa, 22 Februari 2022

Waktu : 10.00 s/d selesai

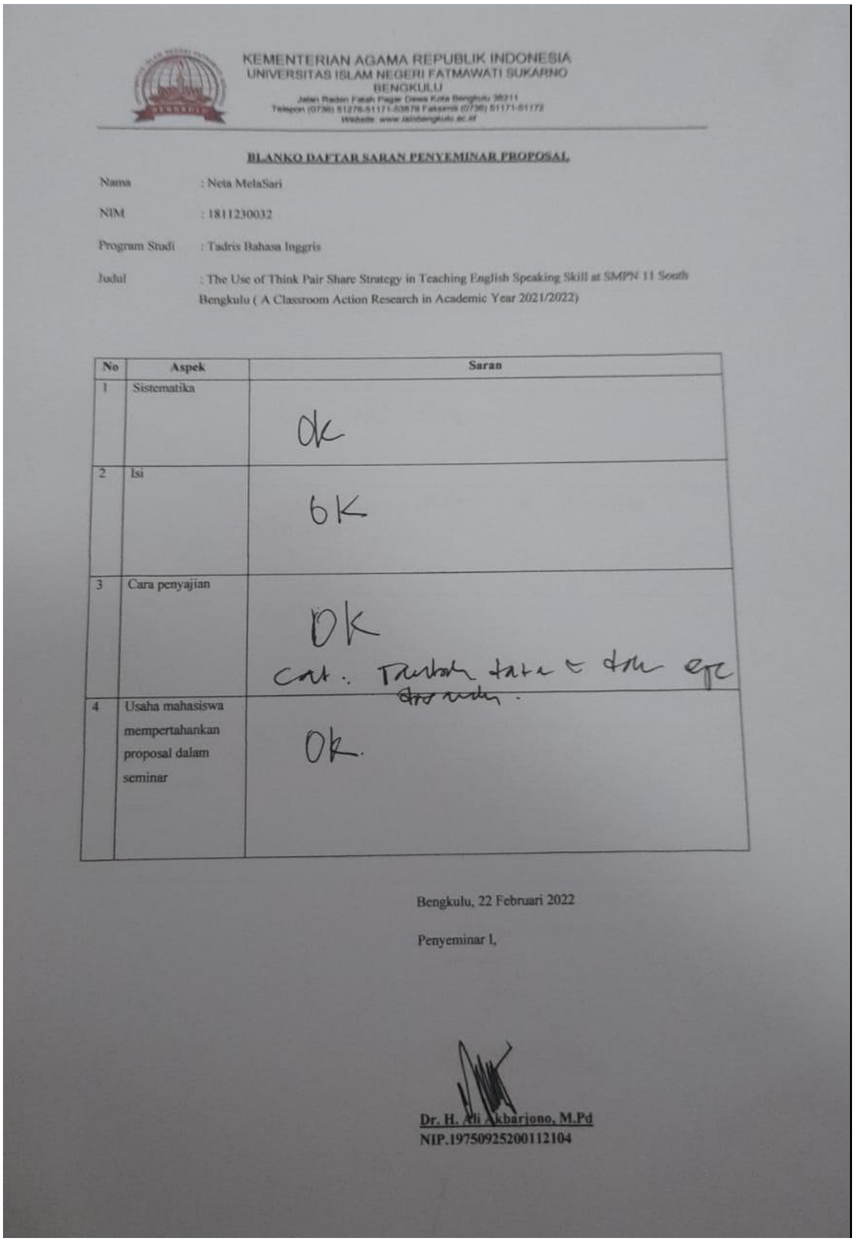
Tempat : Zoom Meeting

No	NamaMahasiswa	NIM	TandaTangan	Keterangan
1	Noni Purnama Sari	1811230009		
2	Tiara Sella Sutrisno	1811230015		
3	Neta MelaSari	1811230032		

Bengkulu, 02 Maret 2022

Dekan,

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

BLANKO DAFTAR SARAN PENYEMINAR PROPOSAL

Nama : Neta MelaSari

NIM : 1811230032

Program Studi : Tadris Bahasa Inggris

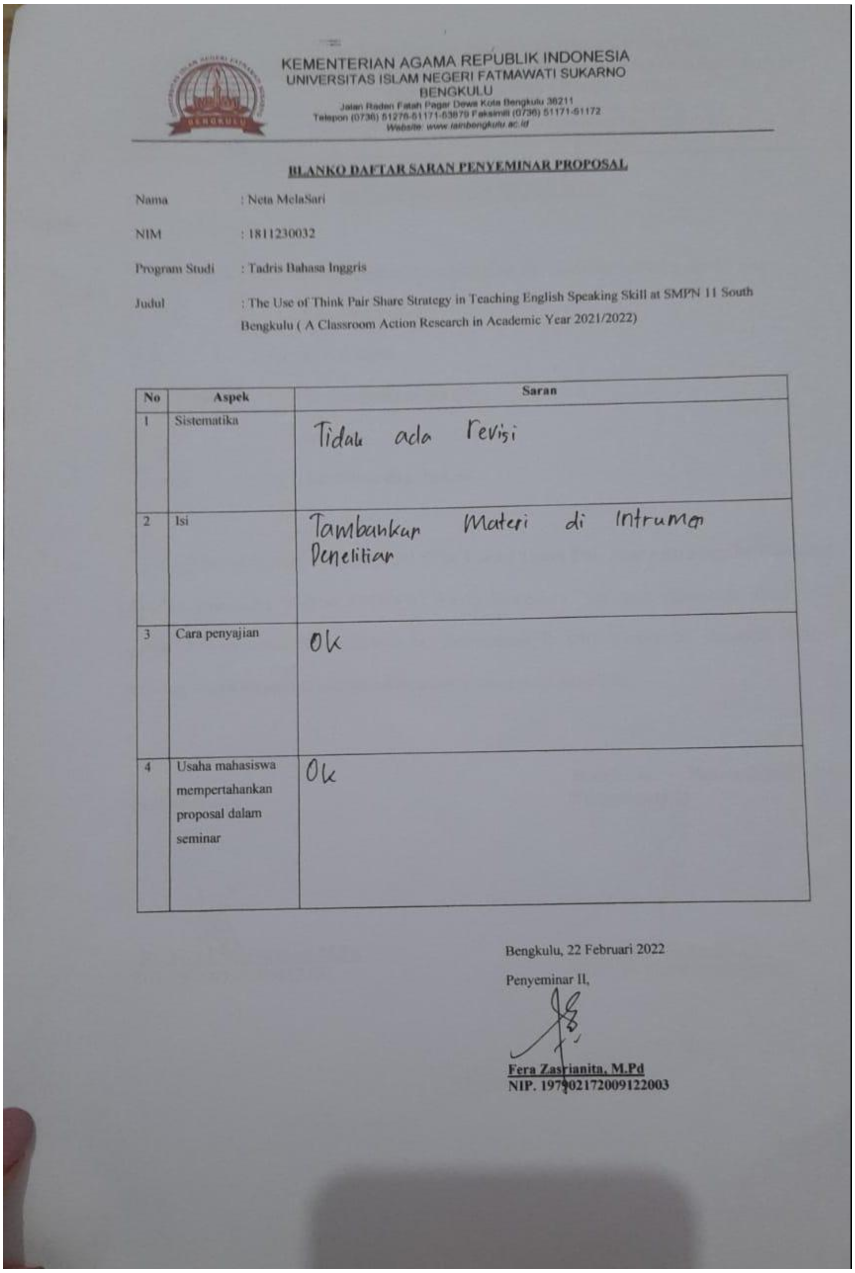
Judul : The Use of Think Pair Share Strategy in Teaching English Speaking Skill at SMPN 11 South Bengkulu (A Classroom Action Research in Academic Year 2021/2022)

No	Aspek	Saran
1	Sistematika	Ok
2	Isi	OK
3	Cara penyajian	OK Cat.: Tambah [illegible]
4	Usaha mahasiswa mempertahankan proposal dalam seminar	Ok.

Bengkulu, 22 Februari 2022

Penyeminar I,

Dr. H. Ali Akbarjono, M.Pd
NIP.19750925200112104



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

BLANKO DAFTAR SARAN PENYEMINAR PROPOSAL

Nama : Neta MelaSari

NIM : 1811230032

Program Studi : Tadris Bahasa Inggris

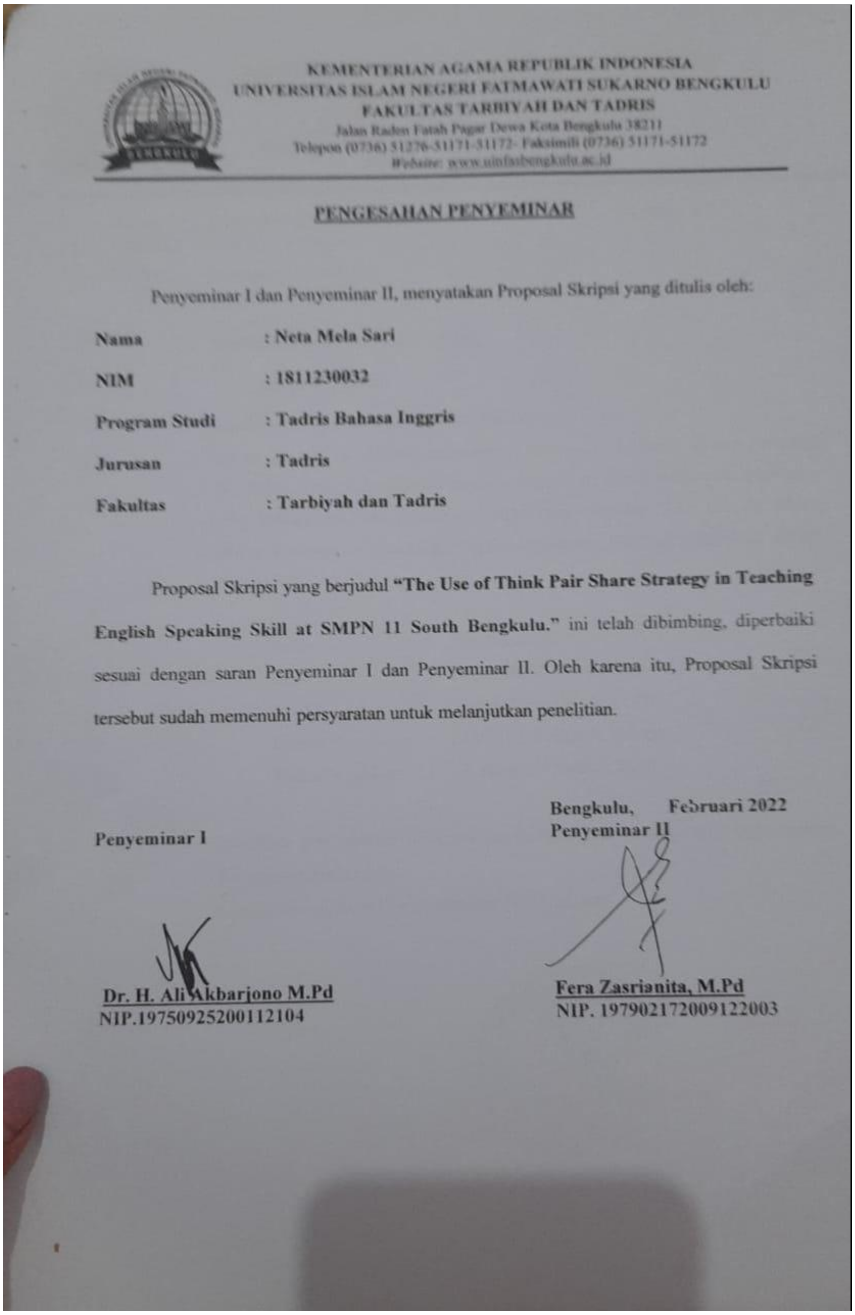
Judul : The Use of Think Pair Share Strategy in Teaching English Speaking Skill at SMPN 11 South Bengkulu (A Classroom Action Research in Academic Year 2021/2022)

No	Aspek	Saran
1	Sistematika	Tidak ada revisi
2	Isi	Tambahkan Materi di Intrumen Penelitian
3	Cara penyajian	Ok
4	Usaha mahasiswa mempertahankan proposal dalam seminar	Ok

Bengkulu, 22 Februari 2022

Penyeminar II,

Fera Zasrianita, M.Pd
NIP. 197902172009122003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU
FAKULTAS TARBIYAH DAN TADRIS
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

PENGESAHAN PENYEMINAR

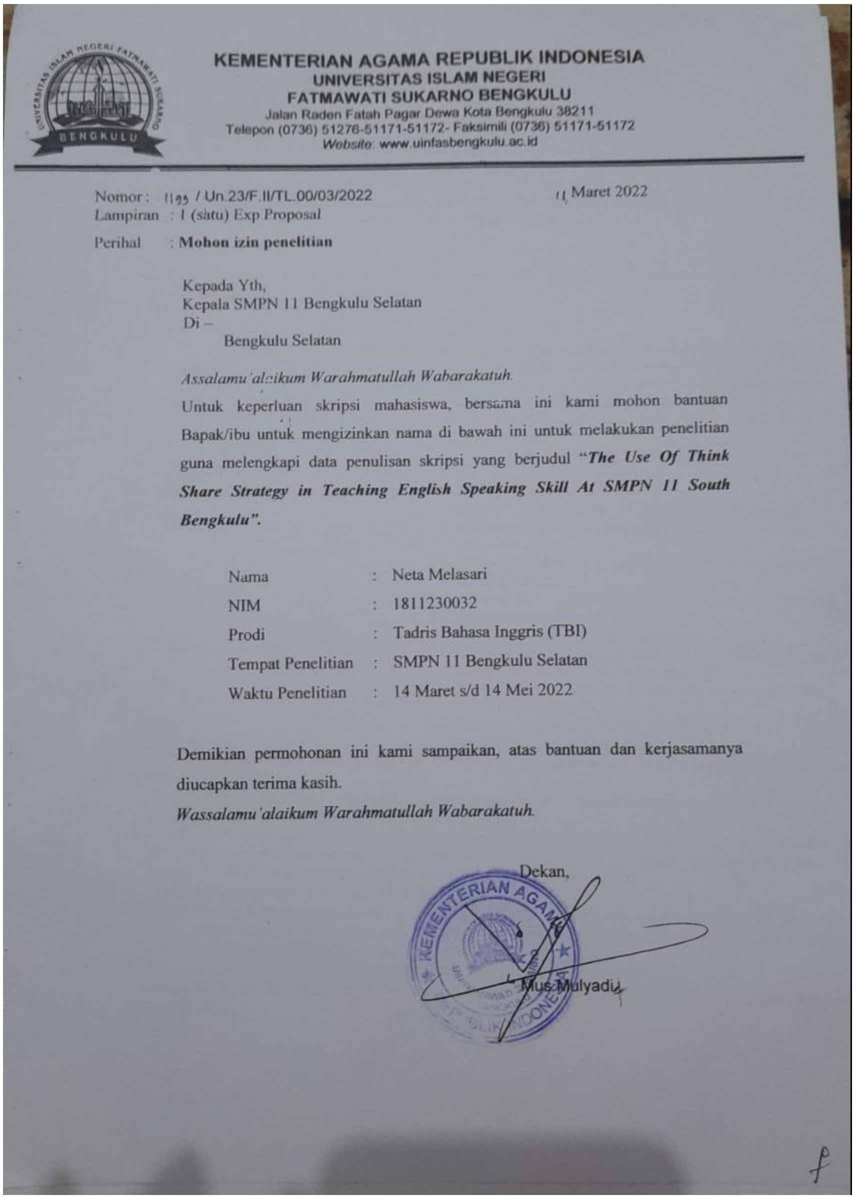
Penyeminar I dan Penyeminar II, menyatakan Proposal Skripsi yang ditulis oleh:

Nama : **Neta Mela Sari**
NIM : **1811230032**
Program Studi : **Tadris Bahasa Inggris**
Jurusan : **Tadris**
Fakultas : **Tarbiyah dan Tadris**

Proposal Skripsi yang berjudul **"The Use of Think Pair Share Strategy in Teaching English Speaking Skill at SMPN 11 South Bengkulu."** ini telah dibimbing, diperbaiki sesuai dengan saran Penyeminar I dan Penyeminar II. Oleh karena itu, Proposal Skripsi tersebut sudah memenuhi persyaratan untuk melanjutkan penelitian.

Bengkulu, Februari 2022

Penyeminar I	**Penyeminar II**
Dr. H. Ali Akbarjono M.Pd	**Fera Zasrianita, M.Pd**
NIP.197509252001121004	**NIP. 197902172009122003**



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nomor : 1199 / Un.23/F.II/TL.00/03/2022 11 Maret 2022
Lampiran : 1 (satu) Exp Proposal
Perihal : **Mohon izin penelitian**

Kepada Yth,
Kepala SMPN 11 Bengkulu Selatan
Di –
Bengkulu Selatan

Assalamu'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul ***"The Use Of Think Share Strategy in Teaching English Speaking Skill At SMPN 11 South Bengkulu".***

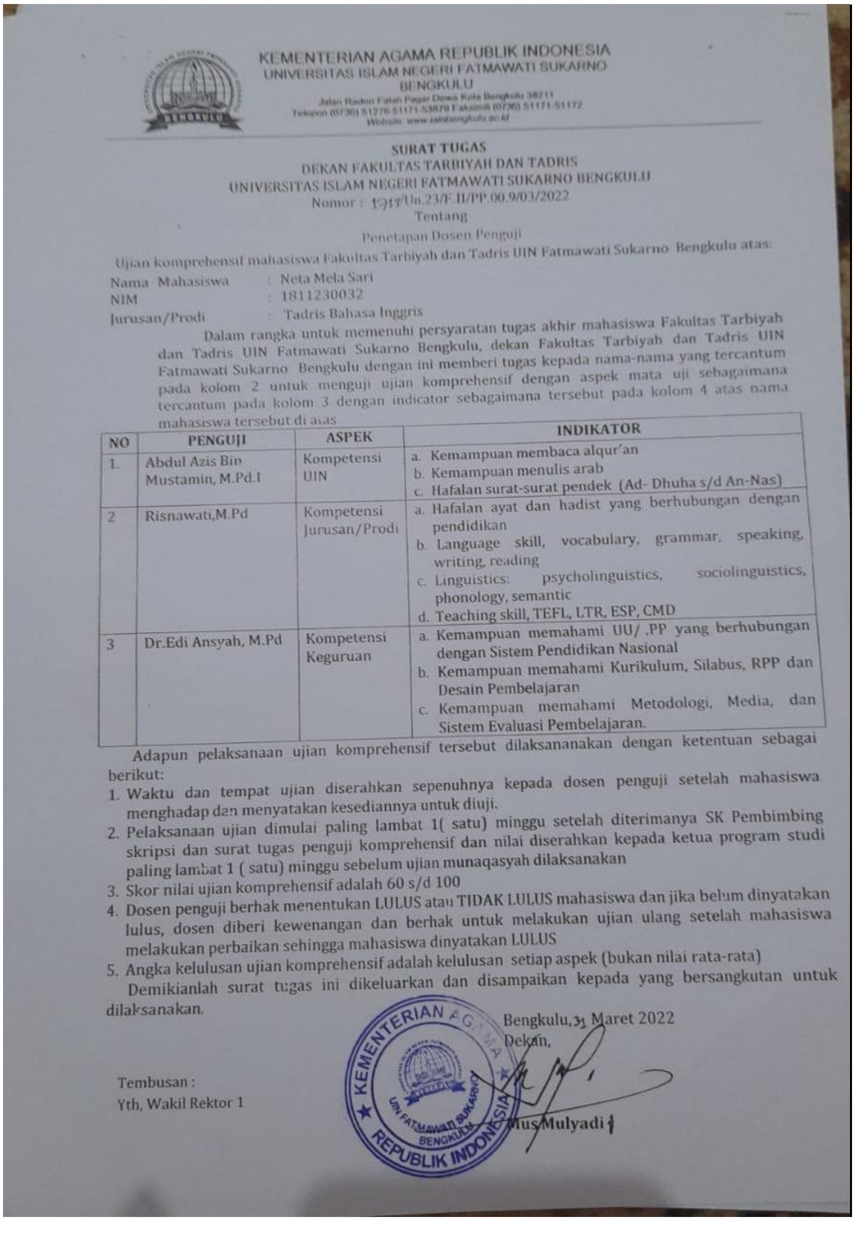
Nama : Neta Melasari
NIM : 1811230032
Prodi : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : SMPN 11 Bengkulu Selatan
Waktu Penelitian : 14 Maret s/d 14 Mei 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan,

Mus Mulyadi



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT TUGAS

DEKAN FAKULTAS TARBIYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU
Nomor : 1513/Un.23/F.II/PP.00.9/03/2022
Tentang

Penetapan Dosen Penguji

Ujian komprehensif mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu atas:

Nama Mahasiswa : Neta Mela Sari
NIM : 1811230032
Jurusan/Prodi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dengan ini memberi tugas kepada nama-nama yang tercantum pada kolom 2 untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kolom 3 dengan indicator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut di atas

NO	PENGUJI	ASPEK	INDIKATOR
1.	Abdul Azis Bin Mustamin, M.Pd.I	Kompetensi UIN	a. Kemampuan membaca alqur'an b. Kemampuan menulis arab c. Hafalan surat-surat pendek (Ad- Dhuha s/d An-Nas)
2	Risnawati,M.Pd	Kompetensi Jurusan/Prodi	a. Hafalan ayat dan hadist yang berhubungan dengan pendidikan b. Language skill, vocabulary, grammar, speaking, writing, reading c. Linguistics: psycholinguistics, sociolinguistics, phonology, semantic d. Teaching skill, TEFL, LTR, ESP, CMD
3	Dr.Edi Ansyah, M.Pd	Kompetensi Keguruan	a. Kemampuan memahami UU/ .PP yang berhubungan dengan Sistem Pendidikan Nasional b. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran c. Kemampuan memahami Metodologi, Media, dan Sistem Evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif tersebut dilaksananakan dengan ketentuan sebagai berikut:

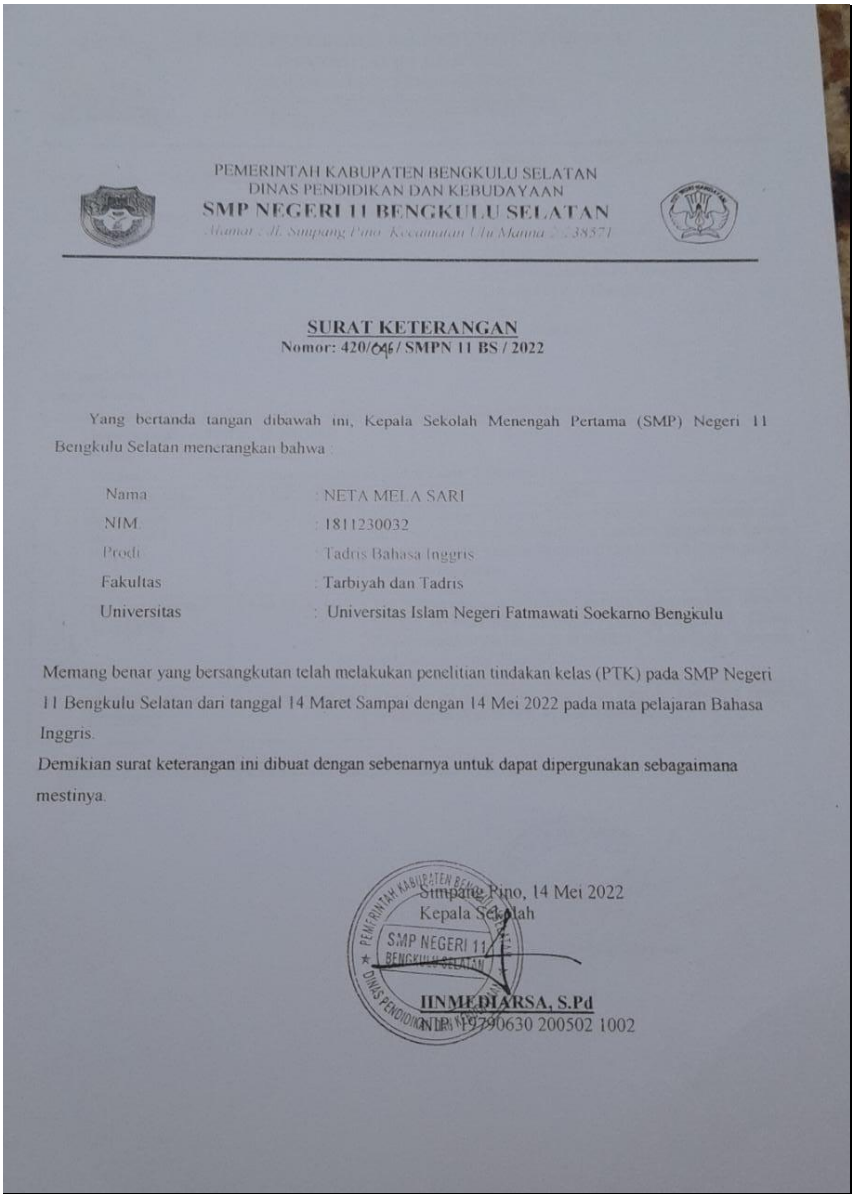
1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa menghadap dan menyatakan kesediannya untuk diuji.
2. Pelaksanaan ujian dimulai paling lambat 1(satu) minggu setelah diterimanya SK Pembimbing skripsi dan surat tugas penguji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 (satu) minggu sebelum ujian munaqasyah dilaksanakan
3. Skor nilai ujian komprehensif adalah 60 s/d 100
4. Dosen penguji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS
5. Angka kelulusan ujian komprehensif adalah kelulusan setiap aspek (bukan nilai rata-rata)

Demikianlah surat tugas ini dikeluarkan dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Bengkulu, 31 Maret 2022
Dekan,

Mus Mulyadi

Tembusan :
Yth, Wakil Rektor 1



PEMERINTAH KABUPATEN BENGKULU SELATAN
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 11 BENGKULU SELATAN
Alamat : Jl. Simpang Pino Kecamatan Ulu Manna 38571

SURAT KETERANGAN

Nomor: 420/046/ SMPN 11 BS / 2022

Yang bertanda tangan dibawah ini, Kepala Sekolah Menengah Pertama (SMP) Negeri 11 Bengkulu Selatan menerangkan bahwa :

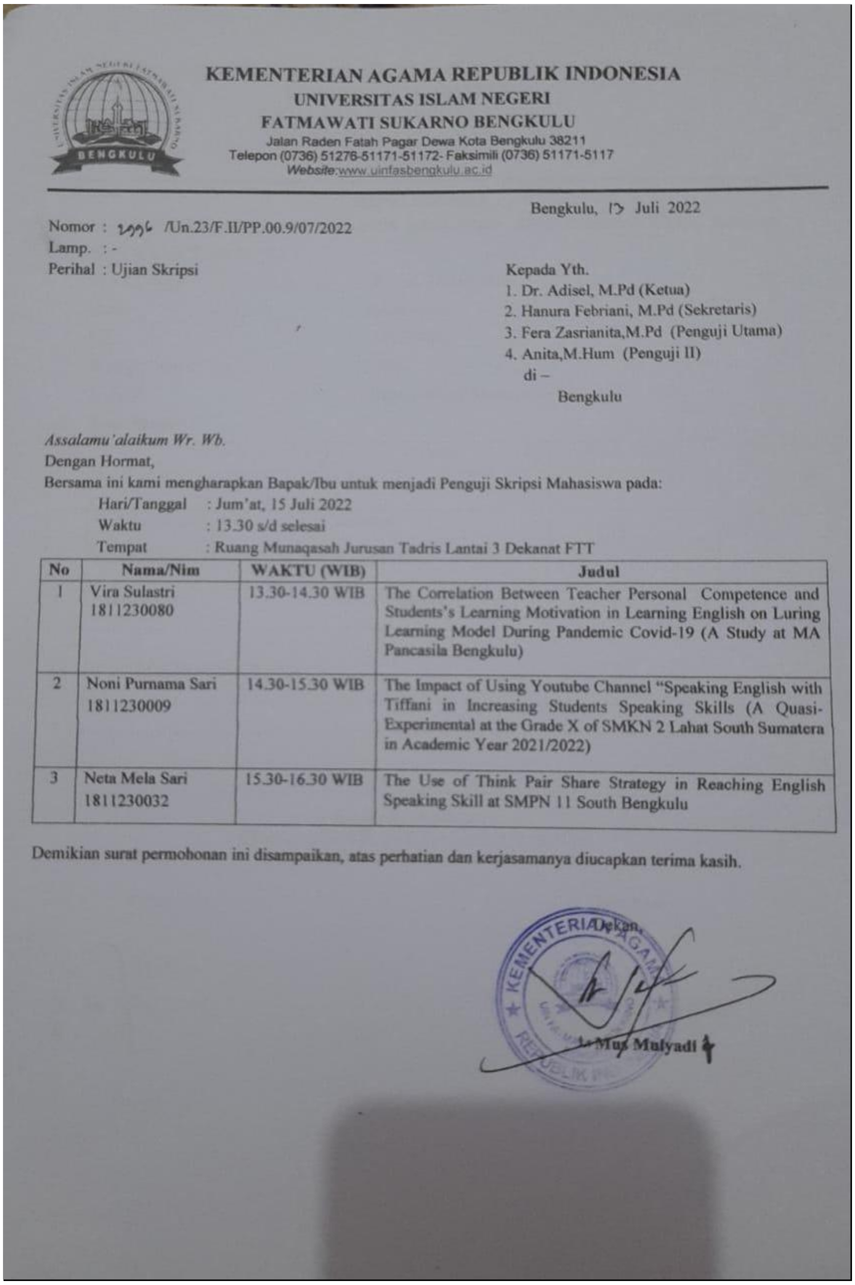
Nama : NETA MELA SARI
NIM : 1811230032
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris
Universitas : Universitas Islam Negeri Fatmawati Soekarno Bengkulu

Memang benar yang bersangkutan telah melakukan penelitian tindakan kelas (PTK) pada SMP Negeri 11 Bengkulu Selatan dari tanggal 14 Maret Sampai dengan 14 Mei 2022 pada mata pelajaran Bahasa Inggris.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Simpang Pino, 14 Mei 2022
Kepala Sekolah

IINMEDIARSA, S.Pd
NIP. 19790630 200502 1002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-5117
Website:www.uinfasbengkulu.ac.id

Bengkulu, 13 Juli 2022

Nomor : 2996 /Un.23/F.II/PP.00.9/07/2022
Lamp. : -
Perihal : Ujian Skripsi

Kepada Yth.
1. Dr. Adisel, M.Pd (Ketua)
2. Hanura Febriani, M.Pd (Sekretaris)
3. Fera Zasrianita,M.Pd (Penguji Utama)
4. Anita,M.Hum (Penguji II)
di –
Bengkulu

Assalamu'alaikum Wr. Wb.
Dengan Hormat,
Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

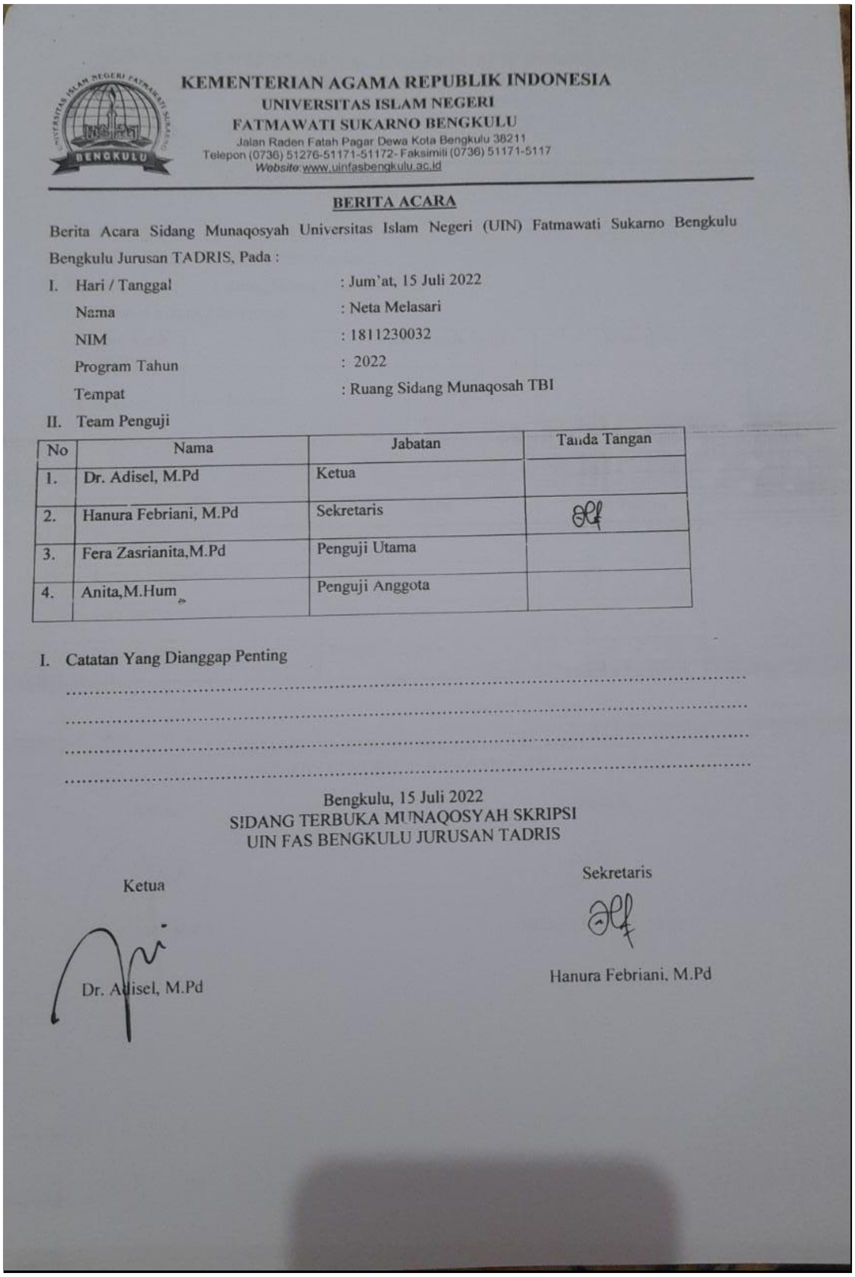
Hari/Tanggal : Jum'at, 15 Juli 2022
Waktu : 13.30 s/d selesai
Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat FTT

No	Nama/Nim	WAKTU (WIB)	Judul
1	Vira Sulastri 1811230080	13.30-14.30 WIB	The Correlation Between Teacher Personal Competence and Students's Learning Motivation in Learning English on Luring Learning Model During Pandemic Covid-19 (A Study at MA Pancasila Bengkulu)
2	Noni Purnama Sari 1811230009	14.30-15.30 WIB	The Impact of Using Youtube Channel "Speaking English with Tiffani in Increasing Students Speaking Skills (A Quasi-Experimental at the Grade X of SMKN 2 Lahat South Sumatera in Academic Year 2021/2022)
3	Neta Mela Sari 1811230032	15.30-16.30 WIB	The Use of Think Pair Share Strategy in Reaching English Speaking Skill at SMPN 11 South Bengkulu

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Dekan,

Mus Mulyadi



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-5117
Website: www.uinfasbengkulu.ac.id

BERITA ACARA

Berita Acara Sidang Munaqosyah Universitas Islam Negeri (UIN) Fatmawati Sukarno Bengkulu Bengkulu Jurusan TADRIS, Pada :

I. Hari / Tanggal : Jum'at, 15 Juli 2022
Nama : Neta Melasari
NIM : 1811230032
Program Tahun : 2022
Tempat : Ruang Sidang Munaqosah TBI

II. Team Penguji

No	Nama	Jabatan	Tanda Tangan
1.	Dr. Adisel, M.Pd	Ketua	
2.	Hanura Febriani, M.Pd	Sekretaris	
3.	Fera Zasrianita,M.Pd	Penguji Utama	
4.	Anita,M.Hum	Penguji Anggota	

I. Catatan Yang Dianggap Penting

....

....

....

....

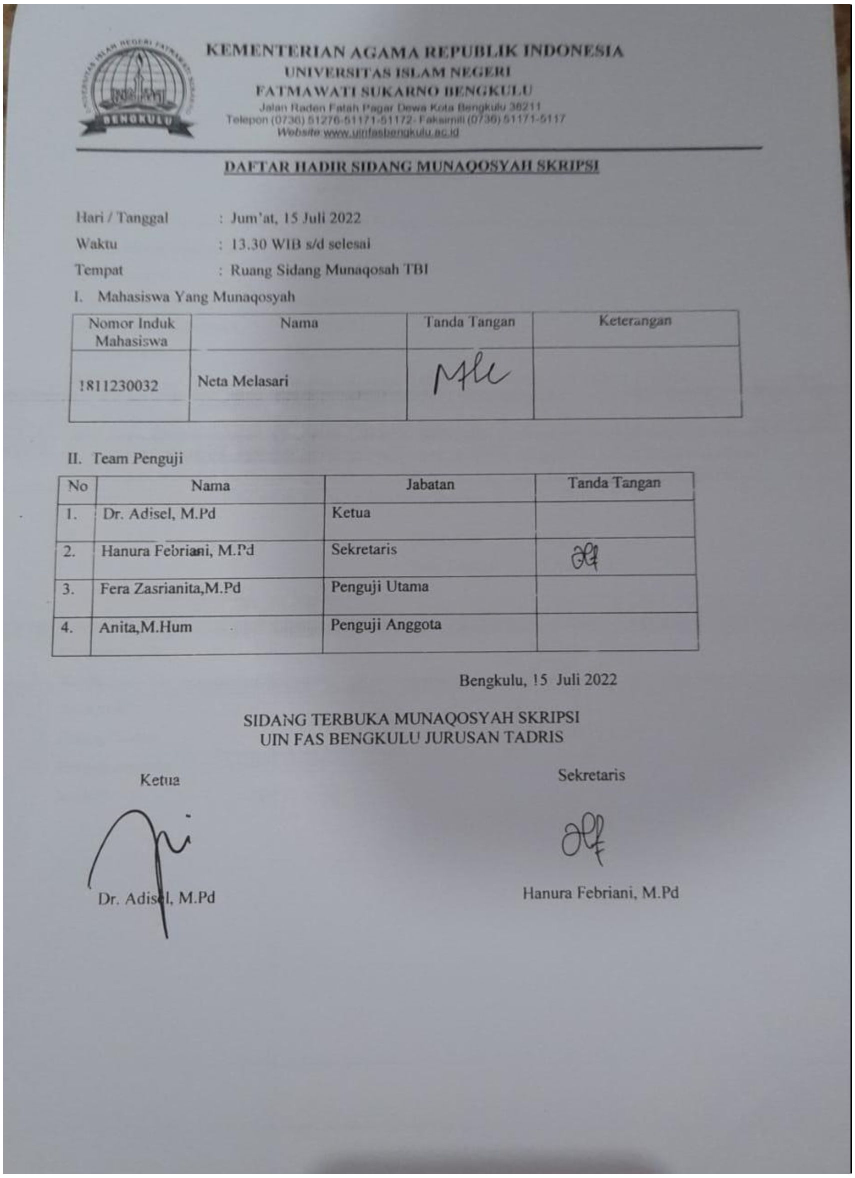
Bengkulu, 15 Juli 2022
SIDANG TERBUKA MUNAQOSYAH SKRIPSI
UIN FAS BENGKULU JURUSAN TADRIS

Ketua

Dr. Adisel, M.Pd

Sekretaris

Hanura Febriani, M.Pd



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-5117
Website www.uinfasbengkulu.ac.id

DAFTAR HADIR SIDANG MUNAQOSYAH SKRIPSI

Hari / Tanggal : Jum'at, 15 Juli 2022
Waktu : 13.30 WIB s/d selesai
Tempat : Ruang Sidang Munaqosah TBI

I. Mahasiswa Yang Munaqosyah

Nomor Induk Mahasiswa	Nama	Tanda Tangan	Keterangan
1811230032	Neta Melasari		

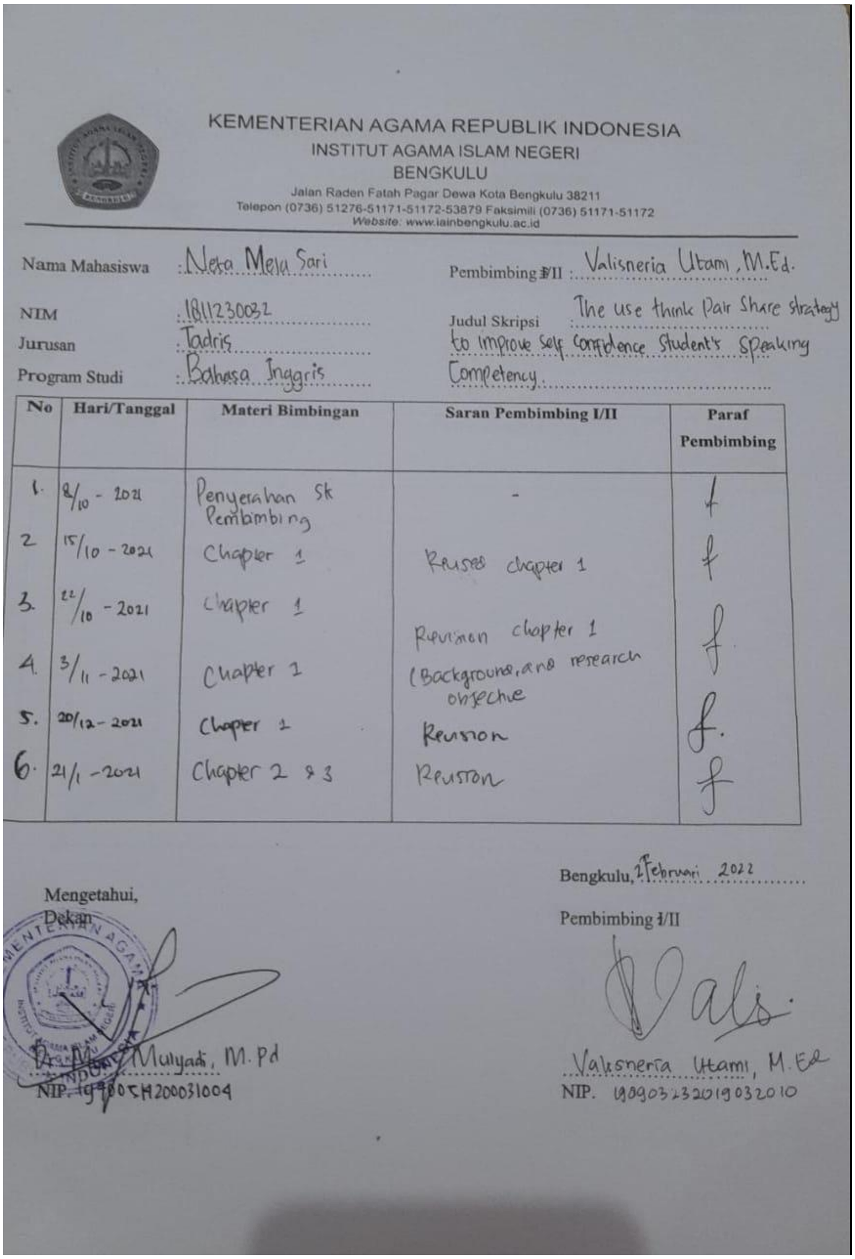
II. Team Penguji

No	Nama	Jabatan	Tanda Tangan
1.	Dr. Adisel, M.Pd	Ketua	
2.	Hanura Febriani, M.Pd	Sekretaris	
3.	Fera Zasrianita,M.Pd	Penguji Utama	
4.	Anita,M.Hum	Penguji Anggota	

Bengkulu, 15 Juli 2022

SIDANG TERBUKA MUNAQOSYAH SKRIPSI
UIN FAS BENGKULU JURUSAN TADRIS

Ketua	Sekretaris
Dr. Adisel, M.Pd	Hanura Febriani, M.Pd



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Neta Mela Sari

NIM : 1811230032

Jurusan : Tadris

Program Studi : Bahasa Inggris

Pembimbing ~~I~~/II : Valisneria Utami, M.Ed.

Judul Skripsi : The use think Pair Share strategy to improve self confidence student's speaking Competency.

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	8/10 - 2021	Penyerahan Sk Pembimbing	-	
2	15/10 - 2021	Chapter 1	Revised chapter 1	
3.	22/10 - 2021	Chapter 1	Revision chapter 1	
4.	3/11 - 2021	Chapter 1	(Background, and research objective	
5.	20/12 - 2021	Chapter 1	Revision	
6.	21/1 - 2021	Chapter 2 & 3	Revision	

Bengkulu, 2 Februari 2022

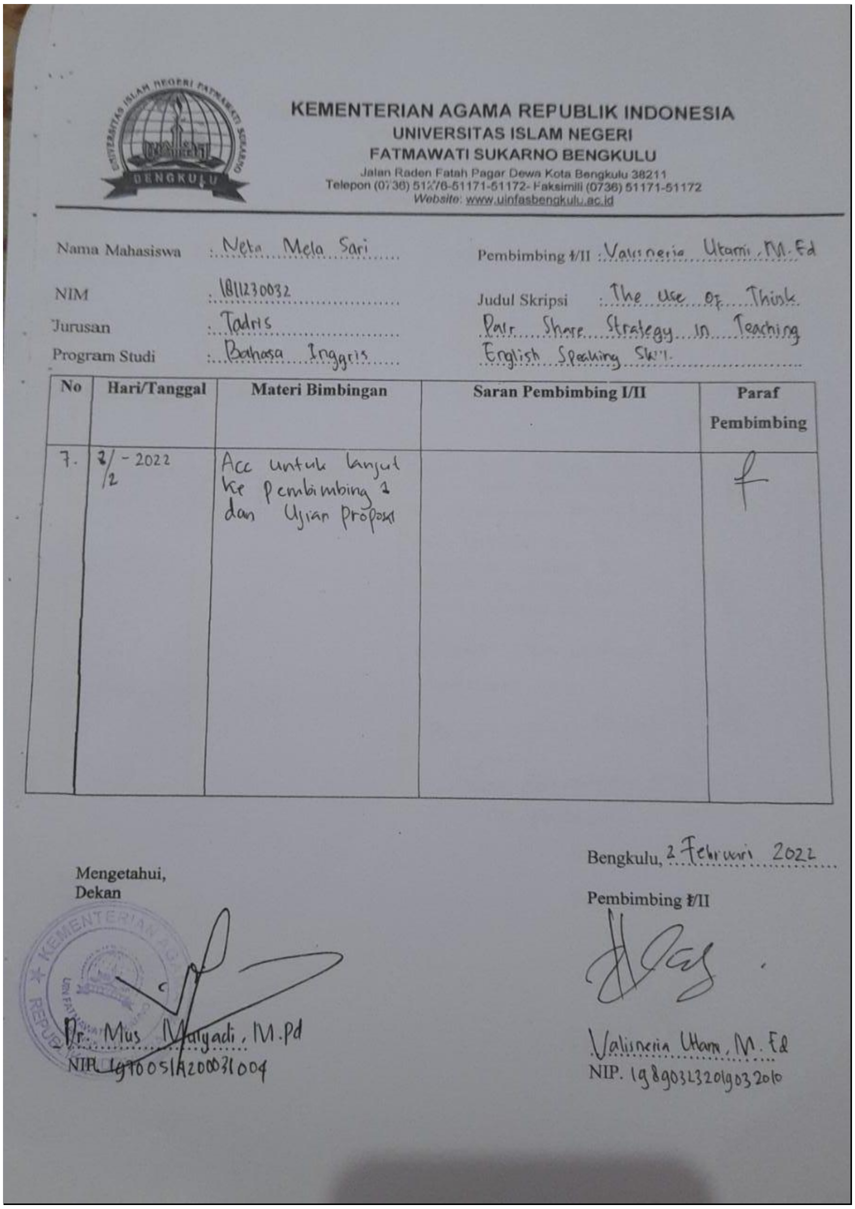
Mengetahui,
Dekan

Dr. [illegible] Mulyadi, M.Pd
NIP. 19700514200031004

Pembimbing ~~I~~/II

Vals.

Valisneria Utami, M.Ed
NIP. 190903232019032010



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Neta Mela Sari
NIM : 1811230032
Jurusan : Tadris
Program Studi : Bahasa Inggris

Pembimbing ~~I~~/II : Valisneria Utami, M.Ed
Judul Skripsi : The Use of Think Pair Share Strategy in Teaching English Speaking Skill.

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
7.	2/2 - 2022	Acc untuk lanjut ke pembimbing 1 dan Ujian Proposal		

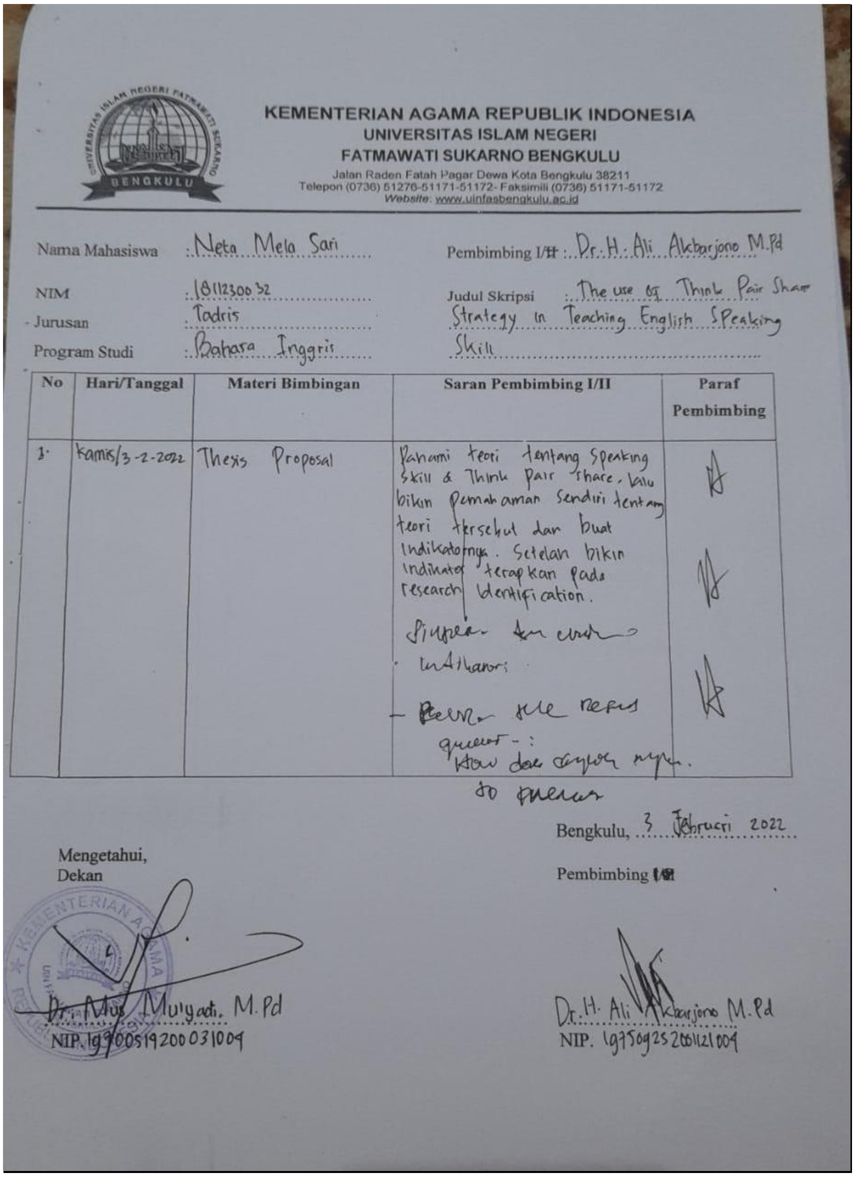
Bengkulu, 2 Februari 2022

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 19700514200031004

Pembimbing ~~I~~/II

Valisneria Utami, M.Ed
NIP. 198903232019032010



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Neta Mela Sari
Pembimbing I/~~II~~ : Dr. H. Ali Akbarjono M.Pd
NIM : 1811230032
Judul Skripsi : The use of Think Pair Share Strategy in Teaching English Speaking Skill
Jurusan : Tadris
Program Studi : Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	Kamis/3-2-2022	Thesis Proposal	Pahami teori tentang Speaking Skill & Think pair share, lalu bikin pemahaman sendiri tentang teori tersebut dan buat indikatornya. Setelah bikin indikator terapkan pada research identification. [illegible] [illegible] [illegible] indikator: - [illegible] [illegible] [illegible] question: How does [illegible] [illegible] to [illegible]	

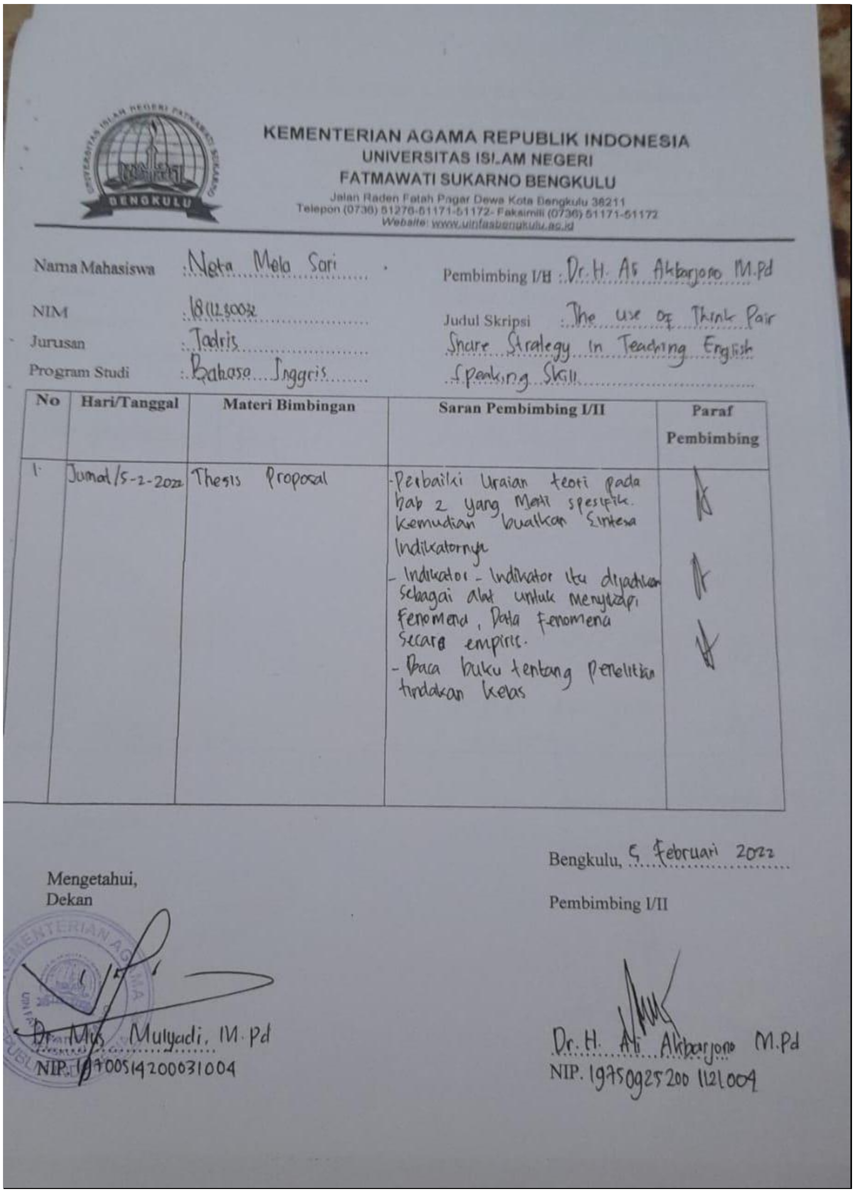
Bengkulu, 3 Februari 2022

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 19700519200031004

Pembimbing I/~~II~~

Dr. H. Ali Akbarjono M.Pd
NIP. 197509252001121004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Neta Mela Sari

NIM : 1811230032

Jurusan : Tadris

Program Studi : Bahasa Inggris

Pembimbing I/II : Dr. H. Ali Akbarjono M.Pd

Judul Skripsi : The use of Think Pair Share Strategy in Teaching English Speaking Skill

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	Jumat/5-2-2022	Thesis Proposal	- Perbaiki uraian teori pada bab 2 yang Mesti spesifik. Kemudian buatkan Sintesa Indikatornya - Indikator - Indikator itu dijadikan sebagai alat untuk menyikapi Fenomena, Data Fenomena secara empiris. - Baca buku tentang Penelitian tindakan kelas	

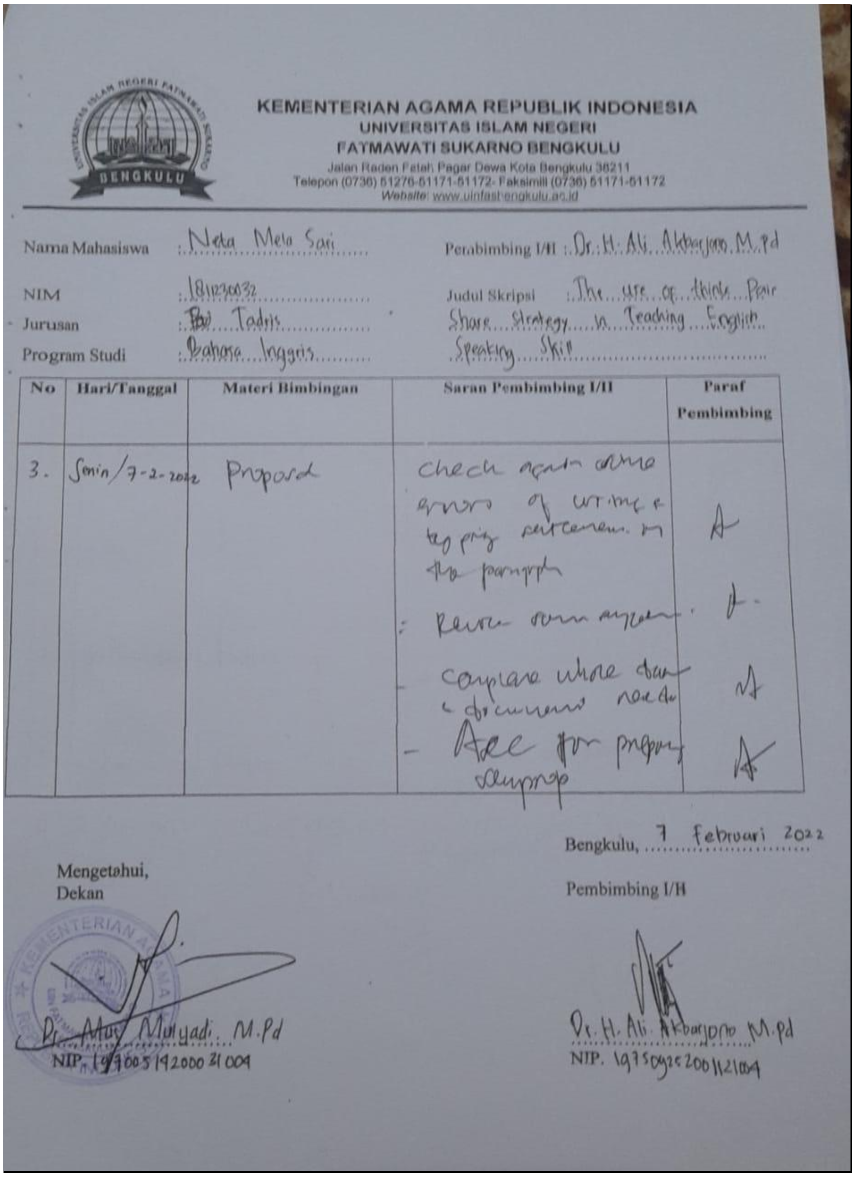
Bengkulu, 5 Februari 2022

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 19700514200031004

Pembimbing I/II

Dr. H. Ali Akbarjono M.Pd
NIP. 19750925200 1121004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Neta Mela Sari
NIM : 1811230032
Jurusan : Tbi Tadris
Program Studi : Bahasa Inggris

Pembimbing I/II : Dr. H. Ali Akbarjono, M.Pd
Judul Skripsi : The use of think Pair Share Strategy in Teaching English Speaking Skill

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
3.	Senin/7-2-2022	Proposal	check again some errors of writing & typing sentences in the paragraph - Revise some answers - complete whole data & documents needed - Acc for proposal seminar	

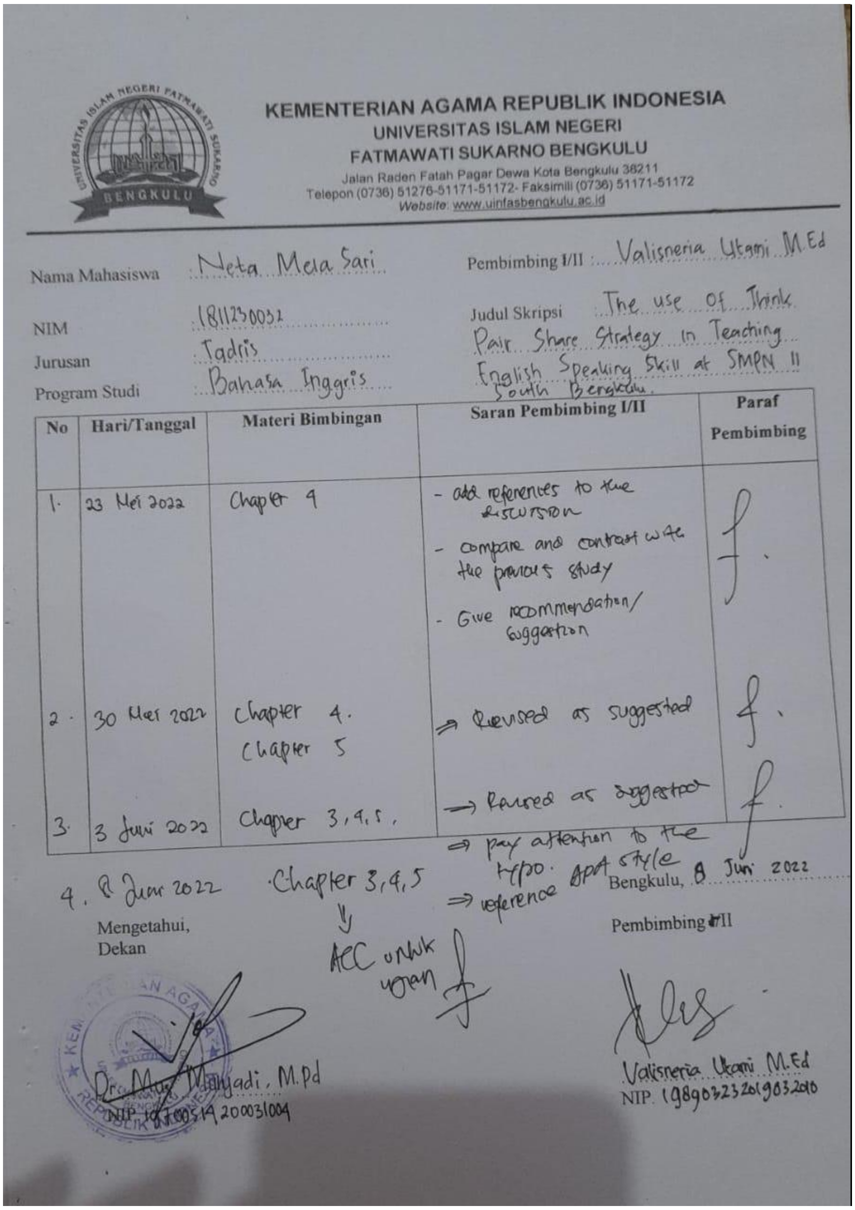
Bengkulu, 7 Februari 2022

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 19700514200031004

Pembimbing I/II

Dr. H. Ali Akbarjono, M.Pd
NIP. 197509252001121004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Neta Mela Sari
NIM : 1811230032
Jurusan : Tadris
Program Studi : Bahasa Inggris

Pembimbing I/II : Valisneria Utami M.Ed
Judul Skripsi : The use Of Think Pair Share Strategy in Teaching English Speaking Skill at SMPN 11 South Bengkulu.

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	23 Mei 2022	Chapter 4	- add references to the discussion - compare and contrast with the previous study - Give recommendation/ suggestion	f.
2.	30 Mei 2022	Chapter 4. Chapter 5	⇒ Revised as suggested	f.
3.	3 Juni 2022	Chapter 3, 4, 5,	→ Revised as suggested ⇒ pay attention to the typo. APA style ⇒ reference	f.
4.	8 Juni 2022	Chapter 3, 4, 5 ⇓ ACC untuk ujian		f

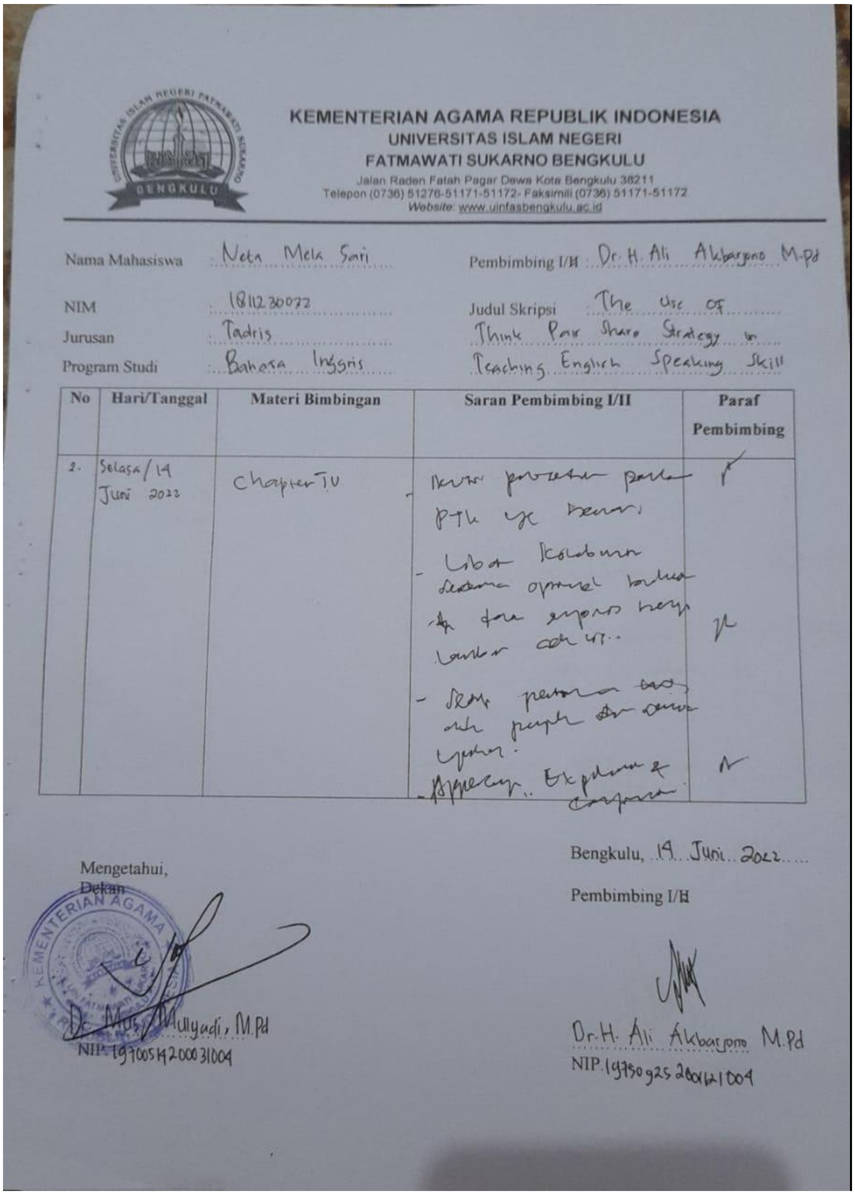
Bengkulu, 8 Juni 2022

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP 19700514 200031004

Pembimbing ~~I/~~II

Valisneria Utami M.Ed
NIP. 198903232019032010



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa: Neta Mela Sari
NIM: 1811230072
Jurusan: Tadris
Program Studi: Bahasa Inggris

Pembimbing I/II: Dr. H. Ali Akbarjono M.Pd
Judul Skripsi: The Use of Think Pair Share Strategy in Teaching English Speaking Skill

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
2.	Selasa/14 Juni 2022	Chapter IV	- [illegible] penulisan [illegible] PTK yg benar - Lihat kolaborasi bersama [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] - [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] - [illegible].. Explanation & comparison	

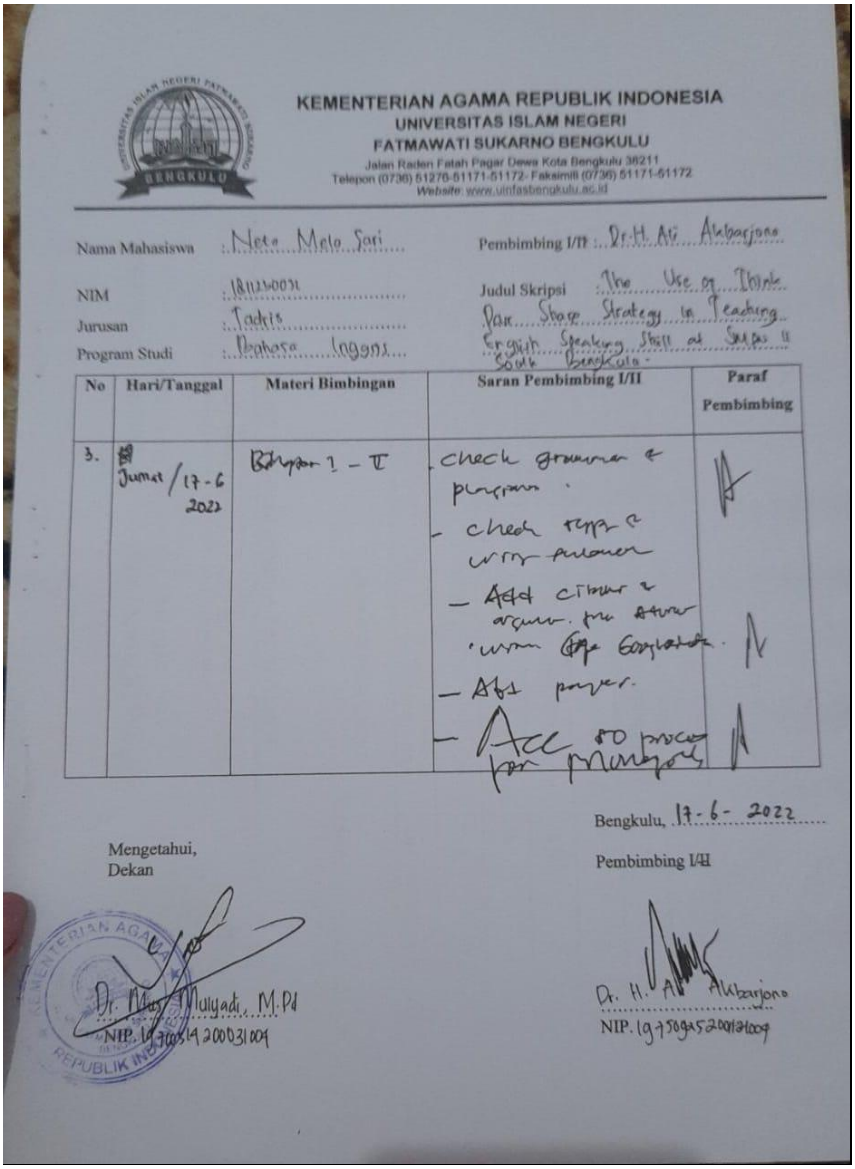
Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

Bengkulu, 14 Juni 2022

Pembimbing I/II

Dr. H. Ali Akbarjono M.Pd
NIP. 19750925 2001121004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Neta Melo Sari
NIM : 1811230031
Jurusan : Tadris
Program Studi : Bahasa Inggris

Pembimbing I/II : Dr. H. Ali Akbarjono
Judul Skripsi : The Use of Think Pair Share Strategy in Teaching English Speaking Skill at SMPN 11 South Bengkulu.

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
3.	Jumat / 17-6 2022	Bab I – V	. check grammar & [illegible]. - check typo & [illegible] - Add [illegible] & argument [illegible] [illegible] [illegible]. - Abs paper. - Acc to proceed for munaqosah	

Bengkulu, 17-6-2022

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 19700514200031004

Pembimbing I/II

Dr. H. Ali Akbarjono
NIP. 197509252001121004

DOCUMENTATION

Proses belajar mengajar Preliminary Research

Cycle I

Cycle II

Cycle II