**The Effectiveness of Think-Pair-Share (Tps) To Improve The Students’ Speaking Ability of The Tenth Grade Students of Smk N 1 Puring In Academic Year 2012/2013**

SITI ASTUTI

Muhammadiyah University of Purworejo

**Abstract**

The objectives of the study are to know the level of students’ speaking ability after being taught by Think-Pair-Share and to find out whether the use of Think-Pair-Share is effective or not in teaching speaking of the tenth grade students of SMK N 1 Puring in academic year 2012/2013. The level students’ speaking ability was known from the mean score of post-test in experimental group that given treatment using Think-Pair-Share. The mean score of post-test in experimental group was 70.56. It was on good grade. The computation of $ t\_{count}$ was 4.11 and $ t\_{table}$ was 1.99 with the significant level = 5% and df = 70. So, the $ t\_{count}$ is higher than$ t\_{table}$ (4.11>1.99). It means that Using Think-Pair -Share strategy to improve student’s speaking ability of the tenth grade students of Senior High School of SMK N1 Puring in the academic year 2012/2013 is effective

*Keywords:* *Effectiveness, Think-Pair-Share, Speaking Ability.*

1. **Background**

Speaking is the most basic medium of communication and the basic human right to explore or deliver information to everyone. Speaking makes students interactive by giving or receiving messages in discussion class. At school, students have limited time to learn English in the class and they have not enough time to practice it. They use English more frequent just inside the class and less frequent outside the class. Mostly, they have no confident to speak English because of grammar, vocabulary, pronunciation and fluency that are exposed in discussion situation. The learning method that less variation makes students bored to study. It needs a learning method to engage the role of students in discussing material to maximize learning situation. Think-Pair-Share is a method that creates students to think creatively, explore their knowledge and build student to be active in speaking class. It can motivate students to work together in developing ideas into the speaking activities.

1. **Research Method**

This study belongs to experimental research where the researcher did experiment and provides treatment. It was conducted on April 22nd, 2013 up to May 08th, 2013 in SMK N I Puring . Population is the generalization’s region that consists of object or subject which have particular quality and characteristic that is applied by researcher to be learned than take out the conclusion (Sugiyono, 2010:61). The population of this research is all of students of tenth grade students in SMK N 1 Puring in academic year 2012/1013 that consists of ten classes with the total number are 357 students. In this research the writer used purposive sampling. The researcher took two classes are about 72 students as the sample, because both of classes have same ability. In this research, the researcher chooses spoken test type as the instrument in collecting data. The test is aimed to find out the effectiveness of Think-Pair-Share to improve the students’ speaking ability.

In this research, the researcher used descriptive analysis and inferential analysis to analyze the data. The descriptive analysis is used to describe the variable of this research at the students’ speaking ability that is taught using Think-Pair-Share method. Additionally, the Mean, Mode, Median, SD, the highest and lowest scores are also used to analyze the data. Meanwhile, the inferential analysis, the researcher uses test of hypothesis. Test of hypothesis is used to know the effectiveness of Think-Pair-Share on students’ speaking ability that consists of normality test, homogeneity test, and test of hypothesis.

1. **Finding and Discussion**

The finding of the research was to know the level students’ speaking ability after being taught by using Think-Pair-Share and to find out the effectiveness of using Think-Pair-Share to improve students’ speaking ability. In this experimental research, researcher gave the treatment for experimental group by using Think-Pair-Share. The finding of computation in descriptive analysis was known that the mean score of pre-test was 58.00 and the mean score of post-test was 70.56. The highest score of experimental group after being given the treatment was 80 and the lowest score was 52 with the median 72, the standard deviation was 6.059, and the variance was 36.713

Moreover, to know the effectiveness of using Think-Pair-Share to improve students’ speaking ability, the researcher also used the inferential to compute the normality test, homogeneity test, and test of hypothesis. The computation of using chi-square in normality test was known that $X\_{count}^{2}$= 5.28 and the $X\_{table}^{2} $= 11.07. The data was normal because $X\_{count}^{2}<X\_{table }^{2}$ (5.28 < 11.07). Therefore, the result of homogeneity test that was computed by dividing the highest variance with the lowest variance ($ F\_{count})$ was 1.03 and $ F\_{table}$ was 1.76 . The data was homogeneous because $ F\_{count} $< $ F\_{table}$ (1.03 < 1.76). In testing the hypothesis, the researcher uses t-test as the formula to know the effectiveness of Think-Pair-Share. The result of t-test ($ t\_{count}) $was 4.11 and $ t\_{table} $ was 1.99. It showed that $ t\_{count}$ was higher than $ t\_{table} $(4.11 > 1.99).

Based on the descriptive analysis above, the mean core 70.56 was on the value 66 to 79. Based on the table classification of students’ achievement, the researcher concluded that the students’ speaking ability after being taught by using Think-Pair-Share was on good grade. Thus, the hypothesis which stated that using Think-Pair -Share strategy to improve student’s speaking ability was accepted. It could be shown with the increasing of the average in post-test of experimental group. It was higher than the control group. The improving result score of experimental group were also higher; it was about 12.56 points from 58.00 to 70.56 in the pre-test to post test. It meant that the Think-Pair-Share had significant effect to the students’ speaking ability. The effectiveness of using Think-Pair-Share was also proved by the result of t-test. The$ t\_{count}$ was higher than $ t\_{table} $(4.11 > 1.99). Based on the test hypothesis, it meant that Ho (Null Hypothesis) was rejected and Ha (Alternative Hypothesis) was accepted that says ” Using Think-Pair-Share to improve student’s speaking ability of the tenth grade students of SMK N1 Puring in the academic year 2012/2013 is effective”.

1. **Conclusion and Recommendation**

Based on the research finding and discussion that is explained in the previous chapter**,** the researcher finds the effectiveness of Think-Pair-Share in teaching speaking at the tenth grade students of SMK N 1 Puring. It is concluded as below:

1. The students’ speaking ability in experimental group of post test is 70.56. It is on the value 66 to 79 in classification of students’ achievement that obtained in good grade.
2. The calculation of t- test,$ t\_{count}$ value is 4.11 and th$e t\_{table}$ value with significance level 5% (0.05) and 70 degree of the freedom is 1.99. So, the$ t\_{count}$ value is higher tha$n t\_{table}$ value (4.11 > 1.9).So, it can be concluded that using Think-Pair-Share is effective to improve the students’ speaking ability of the tenth grade of SMK N 1 Puring in the academic year 2012/2013.

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