

**THE EFFECTIVENESS OF THINK PAIR SHARE WITH SERIES
PICTURES AS MEDIA TO IMPROVE THE STUDENTS'
SPEAKING ABILIT; A CASE OF THE ELEVENTH GRADE
STUDENTS OF SMA N 14 SEMARANG**

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Abstract

The objectives of the study are (1) To find out the speaking ability of SMA Negeri 14 Semarang students before being taught using think pair share with series pictures.(2)To find out the speaking ability of SMA Negeri 14 Semarang students after being taught using think pair share with series pictures.(3)To find out whether or not there is a significant difference of speaking ability of SMA Negeri 14 Semarang students before and after being taught using think pair share with series pictures . In this study the writer chooses experimental method. The writer chooses one class as the subject. The class consists of 30 students. The writer uses a test as instrument. Then the writer also gives the treatment to improving student's speaking ability by using think pair share with series picture. Compared to using this technique, improving student's speaking ability by using think pair share with series pictures has given better result as indicated by the significant statistical t-test computation that the t-obtained is higher than t-table. The t-obtained is 9,71 and t-table in the level of significant is 2,04. So, the t-obtained is higher than t-table that is $9,71 > 2,04$. The mean of the class before treatment is 61,03 and after the treatment, the mean is 76,1. It means that using think pair share with series pictures is effective in improving student's speaking ability. From the data analyzed, it is concluded that improving student's speaking ability by using think pair share with series pictures is much better than without using them. The students comprehend to speak is improved significantly. Thus, Think pair share with series pictures is the effective method to be used in teaching English for eleventh year students of SMA N 14 Semarang. Finally, based on the findings, it is suggested that to improve student's speaking ability by using think pair share with series pictures at the Eleventh year students of SMA N 14 Semarang is a good technique. The English teacher should be creative to choose the technique in improving student's speaking ability by using think pair share with series pictures that is appropriate with the material and students condition. A good and interesting technique will motivate and stimulate the students to be interested in learning English.

Keywords: think pair share, series pictures, speaking

Introduction

Today in global era, English has placed the first position as the international language. A lot of public information all over the world is written in English since the largest number of people in the world use English to communicate and to interact with different nationalities. Due to the great role of English as a means of communication, it should be well promoted as early as possible. English becomes the first foreign language and has an important role in the development of Indonesia. It is used as means of communication whenever Indonesia wants to make agreement with other countries. In Indonesia itself, English is taught as the first foreign language that most learners of English in Indonesia get difficulties in studying English. Speaking is one of the language skills that should be taught by English teachers to students. In all of the four skills, speaking seems intuitively the most important: people who know a language are referred to as speaker to that languages, as if speaking includes all other kinds of knowing; and many if not most foreign languages learner are primarily interested in learning to speak. Teaching speaking in Indonesia is considered to be the most difficult pronunciation, structure, discourse and the social context of culture and situation. So it needs the mastery of

the linguistic and the cultural competence. In addition, since speaking English is difficult, more effort is required by the part of students and teachers. It is not enough for the students' activities to practice the new speech among the four basic skills of language.

The programs of the teaching materials for each school even for each class are formally arranged by an official curriculum and it is KTSP curriculum (Kurikulum Tingkat Satuan Pendidikan). The teaching learning of English to the Senior High School student is through text types. The text types are narrative, procedure, recount, explanation, spoof, news item, report, discussion, analytical exposition, review, and description. The writer will focus on his research on the improving the students' speaking ability by using think a pair share with a media that is series pictures. Brown (2004: 151) stated that Pictures may be very simple, designed to elicit a word or a phrase; somewhat more elaborate and "busy"; or composed a series that tells a story. Using the picture in speaking class is very effective. The students are encouraged to give their opinions, ideas and imagines about the presented pictures. The teacher can also make them more effective during

the teaching learning process. Pictures can trigger the students' creativity through various languages. In addition, pictures have some powers; pictures are able to clarify a problem. It means that by seeing the clear pictures, the students will understand more about the topic being taught. It can also help the students to develop their ideas to speak easier.

Based on the statement above it can be assumed that the teacher can use Think pair share with series pictures to teach the students. With all those background, the writer wants to study the effectiveness of using think pair share with series pictures as media to improve the students' speaking ability a case of the eleventh grade

Related Theories

Concept of Media

Teaching is a process of communication. It has been created through the way of teaching and exchanging the message or information by every teacher and students. The message can be knowledge, skill, ideas, experiences, and many others. Through the process of communication, people can receive the message or information. To avoid misunderstanding in the process of communication, media are needed in the

students of SMA Negeri 14 Semarang in the Academic Year 2012/2013.

Statements of the Problems

The problem of this study is formulated as follows:

1. To what extent is the speaking ability of SMA Negeri 14 Semarang students before being taught using think pair share with series pictures?
2. To what extent is the speaking ability of SMA Negeri 14 Semarang students after being taught using think pair share with series pictures?
3. Is there any significant difference of speaking ability of SMA Negeri 14 Semarang students before and after being taught using think pair share with series pictures?

process of communication. Media is an aid that needed to support some activities in the world. Media is graph, photographic or electronic aids to absorb process and rearrange visual and verbal information (Arsyad, 2002:3). According to Finocchiaro the teaching aid is the most important single's factor in the teaching and learning process. It is given to interest in language learning. The teachers do some activities:

- a. Promote a friendly environment in the classroom.

- b. Create and organize materials.
- c. Overcome shortcoming in the textbooks.
- d. Stimulate and maintain interest through varied practice activities.
- e. Emphasize certain enjoyable aspects of language learning while minimizing other feature – which will determine their growth toward communication.

Speaking

Speaking is the verbal use of language to communicate with others. The purposes for which we wish to communicate with others are so large that they are innumerable, and as this is not a book about human needs and desires we will not even attempt to provide example. According to Harmer (2007: 1) Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers or politicians may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability until, that is, we have to learn how to do it all over again in a foreign language. Speaking is difficult skill for many people. speaking comes naturally to humans, but it is not as simple as it seems. For a start:

- 1) Many people do not like speaking in front of large groups of people. This is especially true in a foreign language, because we may worry about producing utterances with many errors or oddities in them.
- 2) Recognizable pronunciation is necessary for speech to be intelligible.
- 3) Listening and speaking take place in ‘real time’, and speakers do not usually have time to construct their utterances carefully. In conversation, the commonest kind of speaking, we have to do many things all together: understand what the other person is saying, say what we want to when we get the chance to speak, be prepared for unexpected changes of topic, and think of something to say when there is a long pause.

Think Pair Share in Teaching Speaking. Think pair share is a kind of technique can be seen as a family of three-step technique.

In step 1, students work individually. In step 2, with a partner, student take turn to talk. In step 3, they share with others what was discussed.

Step 1- Students think, write, draw, visualize.

Step 2- Students take turns to tell or describe.

Step3- Students report to the class(share), combain pairs to discuss in a foursome(square), or change partners and discuss(switch). Students can either talk only about what their original partner said or did, or they can report on the discussion that took place in their pair. Of course, steps can be repeated with various combinations resulting(e.g.,write-pair-switch-square).

The procedure of think pair share are :

- 1) Step One: Think
Have students reflect on a given question or write a response in their journals.
- 2) Step Two: Pair
Have students pair up with one other student and share their responses.
- 3) Step Three: Share
When the larger group reconvenes, ask pairs to report back on their conversations. Alternatively, you could ask students to share what their partner said. In this way, this strategy focuses on students' skills as careful listeners.Examples of when "Think-Pair-Share" might be used in a Facing History classroom:
 - a) After reading a short text to begin a discussion
 - b) After watching a film clip to gauge a reaction
 - c) Before introducing new material to tap into prior knowledge

- d) Before students begin an assignment, such as an essay, to gather ideas.

Guess the lie; Learners tell each other three short personal anecdotes, two of which are true in every particular, and the third of which is totally untrue. The listener has to guess the lie – and give reason for their guesses. They can be allowed to ask a limited number of questions after the story. It helps if the teacher models this activity in advance of the learners doing it. Insert the word, Learners are each given a card with an unusual word or expression – perhaps one that has come up recently in class – which they keep secret. Then they take turns telling each other an anecdote in which they incorporate their 'secret item' as unobtrusively as possible. At the end of each telling, the other have to guess what the word or expression was. Chain story, In groups, the learners take turns to tell a story, each one taking over form, and building on, the contribution of their classmates, at a give signal from the teacher. Party jokes, Learners first each learn and rehearse a joke that has a narrative element. They then simulate a party, standing up and milling.

Research Method

1. Research Design

This research is about the effectiveness of think pair share with series pictures as media to improve the students’ speaking ability of the eleventh grade students of SMA Negeri 14 Semarang in the academic year 2012/2013. This research methodology is experimental research. The design of the research is as follow:

GROUP S	PRE – TEST	INDEPE NDENT VARIBL E	POST – TEST
EXPERI MENTA L GROUP	O1	X	O2

2. Population and sample

Population is a group population is a group of individuals(or a group of organization with some common defining characteristic that the researcher can identify and study(Creswell,2008:152) from *Encyclopedia of Educational Evaluation* is a set (or collection) of all elements possessing one or more attributes of interest. The objects in a population are

Discussions

According to the result of the pre-test, post-test, and the hypothesis of the test (comparing the t-test and the t-table), it shows that teaching English using think pair share with series pictures is effective

investigated, analyzed, and concluded. The conclusion is valid to the whole population. The population of the research is the eleventh grade students of SMA Negeri 14 Semarang. The number of the students is 300 students which are divided into 9 classes. Sometimes, the number of population is too big. So it is out of the reach. In this case, research is conducted to a part of the whole population. This part must have the characteristics that represent the whole population. Van dalen (1979:238) says that sample is part number of the subject who is investigated population become the representative of that population. It is called sample research when we want to generalize the sample research result. If the population is more than 100 persons, we may take 10-15 percent or more from the population. There are 9 classes of the eleventh year students of SMA Negeri 14 Semarang. To make it easier, the writer will take one class as the sample. The class consisted of 30 students.

to improve the speaking ability of the eleventh grade students of SMA Negeri 14 Semarang.

1. The mean of pre-test score of SMA Negeri 14 Semarang students is 61,03

and according to the table achievement is at the level of fair.

2. The mean of post-test score of SMA Negeri 14 Semarang students is 76,1 and according to the table achievement is at the level of good. According to the mean of both tests, the mean of post-test is higher than the pre-test, so teaching speaking using think pair share with series pictures is better than teaching speaking before using think pair share with series pictures.
3. The effectiveness of using think pair share with series pictures in teaching speaking we can see at the result of the hypothesis. The result of the t-test is 9,71 and the value of t-table with 30 students are 2,04. The result of t-test is higher than t-table. It means that think pair share with series pictures has positive affect for the improvement of the student's speaking ability. Then, hypothesis of the writer said that using think pair share with series pictures in teaching English is improving the speaking ability is acceptable.

After analyzing the data, there are three main conclusions, they are:

The speaking ability of the eleventh grade students of SMA Negeri 14 Semarang in

the academic year 2012/2013 before being taught using think pair share with series pictures is fair. It can be known from the mean of the pre-test score of the students is 61,03 and according to the table of achievement, It is at the level of fair.

The speaking ability of the eleventh grade students of SMA Negeri 14 Semarang after being taught using think pair share with series pictures is good. It can be known from the mean of the post-test score of the students is 76,1 and according to the table of achievement, It is at the level of good.

There is significant improvement of speaking ability of the eleventh grade students of SMA Negeri 14 Semarang in the academic year 2012/2013 by using think pair share with series pictures. It can be known from differences of pre-test and post-test by using t-test formula. The result of t-test is 9,71 and the t-table of 30 students is 2,04. The result of t-test is higher than t-table, so the conclusion is think pair share with series pictures is having significant effect for the improvement the students of speaking ability.

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