

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

This chapter presents the result and discussion of research. the data that have been collected from observation, interview, and documentation which are discussed based on the theory and concept from chapter II. This chapter is presented based on the research problem stated in the chapter I.

A. Result of Research

This step will describe about how the English teacher use Think Pair Share (TPS) technique in teaching students' speaking skill on A class of Zema English Study CenterPamekasan. The researcher describes about the result of using Think Pair Share technique on A class of Zema English Study CenterPamekasan to increase students' speaking skill. The researcher observe to the classroom by entering directly to the classroom in Zema English Study Center to know how the English teacher use the technique.

The researcher will explain three steps in the use of Think Pair Share (TPS) technique on students' speaking skill on A class of Zema English Study Center at Pamekasan. They are pre-teaching, whilst teaching, and post teaching speaking English by using Think Pair Share technique.

1. The Use of Think Pair Share (TPS) Technique On Students' Speaking Skill of ZEMA English Study Center at Pamekasan

Observation

In the observation, the researcher met with the English teacher and students at A class in classroom of ZEMA English Study Center. The English teacher use Think Pair Share (TPS) technique on students' speaking skill started on 07.30 – 09.00 a.m and it was on July 19th 2020. The English teacher teach speaking skill by using this technique by topic of Descriptive something.

When English teacher explain descriptivematerial, there are three steps and each steps will be explain as follow:

a. Pre -Teaching Speaking English by Think Pair Share (TPS) Technique

- 1) English teacher prepared all of a tool that the English teacher use to teach speaking by Think Pair Share (TPS) technique and topic is Descriptive text.
- 2) She started teaching and learning process by greeting. The English teacher said “Assalamualaikum, good morning my students, how are you today?.”
- 3) The students answer greeting that have been said by her. Students answer “waalaikumussalam, good morning miss, I am fine.”
- 4) Teacher asked students to pray together before they begin material.
- 5) The English teacher checked the students' names list.
- 6) English teacher ask them “what is the material who we will discuss today?”.

- 7) Some students answer that the material today is DESCRIPTIVE.
- 8) The teacher inform students that the material for this day is Descriptive text.

b. Whilst-Teaching Speaking English by Think Pair Share Technique

- 1) English teacher explain a little bit of Descriptive Text to all of students.
- 2) Then the English asked to the students “understand?” and the students answered that they understand about what the English teacher explain.
- 3) After that, The English teacher show 5 pictures by the same theme is tourism place picture and every pictures are different pictures.



- 4) Then, teacher gave instruction to students that every students must think alone about the picture that have been shown by the English teacher for 5 minute.

- 5) The English teacher asked to the students to make a group into 5 groups and every groups consist of 2 or 3 students like the picture below.



- 6) On the other hand, the English teacher gave one picture to the students in every group.



- 7) The English teacher asked to the students in every groups to discuss about picture that have been given by the teacher based on themselves opinions.



- 8) Beside that, the English teacher asked to one of the students in every groups standing and sharing about the result of what they have been talking with their groups to another groups and every groups have opportunity to state their opinions for 10 minutes.



c. Post-Teaching Speaking English by Think Pair Share (TPS) Technique

- 1) The English teacher asked the students to pray together to close teaching and learning process.
- 2) The teacher close the activity by said “thank you, assalamu’alaikum.”

According to observation, researcher ask to teacher and students the material who teach by the English teacher is suitable with technique that the English teacher use because the students can showed their ability in delivering opinions, they can share their opinion when they discuss with other students, and they can communicate with their friends better than before.

After the English teacher teaches the students' speaking skill by using Think Pair Share (TPS) technique, the researcher interviewed the English teacher, Mrs. Rusmaniatillaily and the students at A class.¹ She thinks that think pair share is good technique and suitable to the topic given.

Mrs. Rusmaniatillaily said that:

“Yes, I am sure. Because I use think pair share technique based on the theme that I will teach and the technique is suitable with the topic today is descriptive text. So I choose which one technique that is suitable to make the students interested in learning this material especially in speaking.”²

In line with the English teachers' opinion, one of the students whose name is Alfindayuprastikadewi said that:

“... because my teacher use a technique that is suitable in teaching speaking such as think pair share technique when my teacher teach Descriptive Text material.”³

This statement is also supported by the student whose name is NurMayaZakiyaturRahmah, she said that:

¹Rusmaniatillaily, S.Pd, the English teacher of ZEMA English Study Center (July, 19th 2020) at 9.00 a.m

²Ibid.

³AlfindaAyuPrastikaDewi, the student at ZEMA English Study Center (July, 19th 2020) at 9.05 a.m

“... think pair share technique is very suitable to Descriptive Text material.”⁴

Based on the interview that the researcher ask to the English teacher and the students that by using think pair share technique is suitable with this material in teaching speaking.

2. The Students' Responses in Using Think Pair Share (TPS) Technique On Students' Speaking Skill of ZEMA English Study Center Centre at Pamekasan

In this part, the researcher would explain about the result of observation and interview with some of students in ZEMA English Study Center to know the students' responses using Think Pair Share (TPS) technique on students' speaking skill of ZEMA English Study Center. The researcher conducted the interview on Sunday 19th July 2020 at 09.00-09.30 AM when the material finished in the class.

In the other hand, the result of the researcher observation and interview the students were various responses through the use of Think Pair Share technique on students' speaking skill of ZEMA English Study Center.

In the use of think pair share technique that the English teacher use on students' speaking skill make the students of Zema English Study Center are active in the class because the students participated and they state their opinion.

⁴Nur Maya ZakiyaturRahma, the student at ZEMA English Study Center (July, 19th 2020) at 9.08 a.m

One of students namely AmirilMuhid said the same thing, the following interview excerpt:

“... They who understand are active in giving opinions.”⁵

The same statement also expressed by NurMayaZakiyaturRahma, the following stated:

“In my opinion the students are more active, not just silent. They participate in this material in the class.”⁶

WildanKafi also stated that:

“... can be more active in the classroom.”⁷

It was supported with the students’ statement namely IraRamadhani when the researcher did interview her in the classroom, she argues that:

“ They often state opinions based on discussion that have been done so I see they are active.”⁸

One of students at ZEMA English Study Center. Muhammad JerikoMaulanaAkbar also said the same thing, The following interview excerpt:

“They who like it because they are talk active, always express their opinion.”⁹

By using this technique some students respond that this technique make all of the students in the class is excited because when the English teacher using this technique on students’ speaking skill the

⁵AmirilMuhid, the student at ZEMA English Study Center (July, 19th 2020) at 9.10 a.m

⁶Nur Maya ZakiyaturRahma, the student at ZEMA English Study Center (July, 19th 2020) at 9.12 a.m

⁷WildanKafi, the student at ZEMA English Study Center (July, 19th 2020) at 9.14 a.m

⁸ Ira Ramadhani, the student at ZEMA English Study Center (July, 19th 2020) at 9.16 a.m

⁹ Muhammad JerikoMaulana Akbar, the student at ZEMA English Study Center (July, 19th 2020) at 9.18 a.m

students' listen, give attention, and they are not sleepy when other students deliver their opinions.

According to the AlfindaAyuPrastikaDewi, she says that:

“As I saw just now, I noticed that there are no students who are sleepy and excited. They listened to what the English teacher explained.”¹⁰

The same statement also expressed byDwiPutriNurAprilia, The following stated:

“They are happy and cheerful.”¹¹

This relates to the statement that delivered byWardatusSholihah when the researcher conducted an interview. Which she said:

“They prefer speaking.”¹²

It was supported with Andinielisasafitri' statement, she expressed that:

“... They who like it feel happy.”¹³

Beside that, using Think Pair Share (TPS) technique is suitable on students' speaking skill in increasing the students' communicate.

According to DwiRofiqohAgustini, she said that:

“ In my opinion, after using think pair share technique there is an increase in students' communicatealthough not all of them. From 100%, less 75% they can understand what I mean.”¹⁴

This statement supported by one of students namely Analiana, she said that:

¹⁰AlfindaAyuPrastikaDewi, the student at ZEMA English Study Center (July, 19th 2020) at 9.20 a.m

¹¹DwiPutriNurAprilia, the student at ZEMA English Study Center (July, 19th 2020) at 9.22 a.m

¹²WardatusSholihah, the student at ZEMA English Study Center (July, 19th 2020) at 9.24 a.m

¹³Andini Elisa Safitri, the student at ZEMA English Study Center (July, 19th 2020) at 9.26 a.m

¹⁴DwiRofiqohAgustini, the student at ZEMA Education centre (July, 19th 2020) at 9.28 a.m

“ The technique an discuss with friends and increase the students’ speaking.”¹⁵

Based on the data gotten from interviewed some students at ZEMA English Study Center is same with the researcher observation. In the researcher interview, the researcher found that the students are active, they are excited in the class, and increasing the students’ communicate.

B. Discussion of Research

In this section, the researcher would like to explain about the use of Think Pair Share technique on students’ speaking skill of ZEMA English Study Center and students’ responses in using think pair share technique on students’ speaking skill of ZEMA English Study Center.

1. The Use of Think Pair Share (TPS) Technique on Students’ Speaking Skill of ZEMA English Study Center

In this part, the researcher would like to discuss about the technique that the researcher use on students’ speaking skill of ZEMA English Study Center. The researcher use think pair share technique on students’ speaking skill.

In the use of this technique, the English teacher is well prepared in using think pair technique on students’ speaking skill because the English

¹⁵ Ana Liana, the student at ZEMA Education centre (July, 19th 2020) at 9.30 a.m

teacher applied some steps of think pair share and some steps that have been applied by the English teacher as follow:

a. Thinking

In using Think Pair Share (TPS) technique, the English teacher inform instruction to the students that they in every group must think alone about the picture that have been given by the English teacher or 5 minute.

The first step of think pair share technique is thinking.¹⁶ It is the same with TriantoIbnuBadar Al-Tabany in his book he stated that the teacher poses a question or an issue associated with the lesson and asks students to spend a minute thinking alone about the answer with the issue. Students need to be taught that talking is not part of thinking time.

b. Pairing

In this step, The English teacher asked to the students to make a group into 5 groups and every groups consist of 2 or 3 students. Beside that, the English teacher gave one picture to the students in every groups. Then, the English teacher asked to the students in every groups to discuss about the picture that have been given by the teacher based on based on themselves opinions.

¹⁶TriantoIbnuBadar Al-Tabany, *Mendesain Model Pembelajaran*(Jakarta:Prenadamedia Group,2014), Page 129-130

It is supported by TriantoIbnuBadar Al-Tabany in his book she express that the second step of think pair share (TPS) technique is pairing.¹⁷the teacher asks students to pair off and discuss what they have been thinking about. Interaction during this period can be sharing answers if a question has been posed or sharing ideas if a specific issue was identified. Usually, teachers allow no more than five minute for pairing.

c. Sharing

In this part, the English teacher asked to one students I every groups standing and sharing about the result of what they have been talking with their groups to another groups and every groups have opportunity for 10 minutes.

This statement is also the same with the theory in chapter II in TriantoIbnuBadar Al-Tabanys' book he state that in the final step of think pair share technique is sharing.¹⁸ The teacher asks the pairs to share what they have been talking about with the whole class. It is effective to simply go around the room from pair to pair and continue until about a fourth or a half of the pairs have had a chance to report.

So, based on the observation guideline the researcher found that from all of steps of think pair share technique the English teacher use the steps of that technique are thinking, pairing, and sharing.

¹⁷ Ibid.

¹⁸ Ibid

2. The Students responses of Using Think Pair Share Technique on Students' Speaking Skill of ZEMA English Study Center

Based on the observation and interview done by the researcher, the researcher found that the students at A class of ZEMA English Study Center like to the technique that the English teacher use. The English teacher use think pair share technique on students' speaking skill and the result of the study by using this technique get respond well from the students at A class of ZEMA English Study Center.

There are some responses that the researcher got after doing observation and interview as follow:

- a. Make the students are active.

Using think pair share technique make the students of ZEMA English Study Center are active because of this technique the students can participate and focus to the material that the English teacher teach. And also the students have the big opportunity to state their ideas or their opinions that they would like to delivered related to the picture that the teacher give so the students are not just silent because the teacher ask the students to give their opinions in themselves groups and in another groups.

It is supported with Diyah Reni Fauziyati and wiewiekistianahs' statement in their article that Think Pair Share technique makes classroom discussions more productive, as students have already had an opportunity to think about their ideas before sharing with the whole class, students have opportunity to learn higher-level thinking skills

from their peers, and gain self confidence when reporting ideas to the whole class, students are able to rehearse responses mentally and verbally, and all students have opportunity to talk, and both students and teacher have increased opportunities to think and become involved in group discussion.¹⁹

b. The students are excited in the class.

One of the students responses of using Think Pair Share technique on students' speaking skill not only make the students are active but also the students are excited in the class.

Here, the students are excited in the class because the students interest to learning speaking by using think pair share technique and they can see that teaching and learning process in this material not only the English teacher that can be active but the students can also involved by this technique so they feel enjoy to follow the material and they can give their ideas.

The same statement supported by Diyah Reni Fauziyati and WiwiekIstianah in their article that both students and teacherhave increased opportunities to think and become involved in group discussion.²⁰

c. Increasing the students communication.

One of the students' respond of ZEMA English Study Center in using think pair share technique on students' speaking skill is it can increase the students' communication. The first, the students only speak

¹⁹Roestiyah, StrategiBelajarMengajar, 74.

²⁰ Ibid.

English in one or two sentences when the English teacher ask about the material or when the English teacher ask them to give opinions. But, by using think pair share technique the students can deliver their opinions in some sentences because the students have discussed with their group so they can give their opinions related to the picture that the English teacher give and they can state their ideas well.

This statement is supported by Diyah Reni Fauziyati and WiwiekIstianah in their article that using think pair share technique make the Students are eble to rehearse responses mentally and verbally, and all students have opportunity to talk.²¹

²¹Ibid.