

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter presents the result of classroom action research conducted in the eighth grade students of SMPK Santa Familia Kupang in the school year of 2017/2018. They are presented in three sub-chapters: data analysis, research findings, and discussion.

4.1 Data Analysis

This research is included to classroom action research. It is aimed to improve students' speaking skill by using the technique of Think-Pair-Share. There were some steps done in order to conduct this research. They are planning, acting, observing, and reflecting.

In planning, there were some steps to identify the problems for conducting research in the field. The very first step was conducting a preliminary observation in the teaching and learning process. This was done by the researcher since he was doing his teaching practice in SMPK St. Familia Kupang. It was on August till the end of November 2017. The researcher observed the lack of teaching and learning process, and at the end he found out the problems that students often faced regarding their speaking skill. Students rarely speak in English; it may happen because the teacher did not use any technique to attract students' attention and ask them to speak out. The second step was interviewing English teachers in SMPK St. Familia Kupang. There are two English teachers there. Both teachers acted as observers in the research process. The aim of interviewing the teacher is to find

out problems occurring during their teaching and learning process and how they deal with it. The third step was interviewing the students of SMPK Santa Familia. The researcher chose two students randomly. This interviewing aims to find out students' attitude and feeling during teaching and learning process of English lesson, especially when their teachers teach speaking skill.

The next phase was identifying and selecting the problems mentioned by teachers to be overcome. The researcher planned some actions to be implemented during the teaching and learning process in order to overcome those selected problems. English teachers helped the researcher to conclude the planned actions that will be implemented in the classroom.

After that, the main phase of classroom action research was conducting the teaching and learning process. As stated on the previous stage, the researcher chose TPS to be applied as the technique of cooperative learning in the classroom. The research was conducted in two cycles, with a meeting in each cycle. In acting phase, the technique of Think-Pair-Share was applied in the teaching and learning process of speaking skill.

4.1.1 Data Display

The researcher and the English teacher used the same speaking rubric from Brown to assess students' speaking performance. The scores were gained from the accumulation of the total scores from the researcher and English teacher. In this research, both raters assessed students speaking skill in the pre-test and the progress test of cycle 1. The mean scores of pre-test in cycle 1 were listed below:

Fluency (P = Pronunciation / I = Intonation)

Content (C = Comprehension / G = Grammar / V = Vocabulary)

Appearances (G= Gesture / E= Expression)

Rater	Fluency		Content			Appearances	
	P	I	C	G	V	G	E
Researcher	5.05	5.65	12.2	10.5	11.35	4.85	5.15
English Teacher	5.5	5.65	12.2	11.35	10.65	4.95	5.3
Mean Score	5.27	5.65	12.2	10.92	11	4.9	5.22

Table 3: Mean Scores of Pre-Test in Cycle 1

In the pre-test of cycle 1, some students could not pronounce the English words well. They also spoke in flat intonation like there is no comma or even a full stop. They seemed like hesitating with their own skills. For instance, they used a lot of fillers “*Ehmm* and *Aaaa*” while speaking. Some students also often used incorrect grammar especially when they speak spontaneously. If it is not spontaneous dialogue, some of them recall the good usage of grammar. They lacked of vocabulary and often misplaced the words. Generating ideas and arranging sentences in proper ways were two of difficult things when dealing with speaking skill.

4.1.2 Research Process of Cycle I

During the researcher’s teaching practice, he observed how the teacher ran the speaking class. The reason researcher had observed the teaching and learning process since he was doing his teaching practice because he had commitments to enrich the speaking skill of the eighth grade students of SMPK St. Familia

Kupang. It was on Monday, 21st of August 2017, the very first time for the researcher observed the teaching and learning process in class VIII A. It aims to find the problems why the students are not able to speak properly. The situation during the process can be seen from the field notes. The field notes became the starting data which must be taken before implementing the action in class VIII A of SMPK St. Familia Kupang. The field notes are presented as follows:

1. Date : Monday, 21st August 2017
2. Time : 07:30 WITA
3. Place : Class of VIII A, SMPK St. Familia Kupang
4. Activity : Preliminary Observation
5. Respondents : R (Researcher), T (Teacher), Ss (Students)

The T started the class by greeting and asking students' condition. Then the T checked students' attendance. At that time, there were 21 students who attended the lesson. When T finished checking students' attendance, he asked several questions in order to make the students ready to learn English. The T asked "What have we learned last meeting?". The Ss answered together that they have learned about asking and giving opinion at the last meeting. After that, the T asked "Did you study last night?". The Ss answered "Yes" but some students just kept silent and had no response with the given question. The T realized that some Ss did not answer his question, yet he still went to the next phase, it simply meant the he did not want to discourage his Ss.

The T announced that the Ss would have new pre-service teacher; he directly pointed me and asked me to introduce myself. So, I walked to the front of class and introduced my name, what I am going to do in this class, and what I

hope for this class. Then, the T told the Ss that the R will be an observer during his teaching and learning process. Thus, the T restarted the class by saying today will be a speaking class. Since the Ss have learned about asking and giving opinion at last meeting. The T expected the Ss to be able to make dialogue and presented it in the front of class. Based on the observation done by the R, it looked like that the T did not give much time to Ss to make dialogue. The T only gave them 10 minutes to prepare for their presentation. Several Ss looked afraid and shy to convey their ideas to partners. The T divided the Ss into groups which consisting 4 Ss in each groups.

When time was over, the T pointed one group to present theirs. Unfortunately, they have not finished preparing yet. So, the T pointed another group. It looked like they were ready, because the R saw the Ss showed some spirits in order to present their dialogue. Once the group started presenting the dialogue, only one group was paying attention. The three other groups still focused with their own dialogue and did not care with others. This happened because of the Ss have not gotten much time to prepare so when the other spoke, the rest groups did not pay attention. They tend to chat with each other, even there were some Ss who shouted their friends when others were presenting. Since the class adopted English language as the social language, yet still some Ss who used *Bahasa Indonesia*.

At the end, there were only 4 of 5 groups that presented their dialogue. This happened cause of lack classroom management, the R guessed. As time was up, the T concluded the materials. After that the T gave Ss homework and ended

the lesson. Since the dialogue presented by the Ss is scored, the rest group who did not present did not get any point. The T also did not give any chance for them.

The field notes indicate that the students found it difficult to express their idea into conversation. They answered the given questions by the teacher using *Bahasa Indonesia*. The evidence shows that the students' knowledge of vocabulary is still at low level. Even they were not able to translate some words into English in good pattern. Thus, they often asked the teacher to help them in order to finish their own tasks. Then, the students were not ready to start the lesson. It could be seen from the situation which the students have not prepared themselves well in presenting dialogue. During the teaching and learning process, they also paid less attention. They tended to chat with their friends using their native language. Another problem is they were shy and afraid to make mistakes in front of the class. As a result, they were passive and only some students that were able to share their ideas. Those students are always the same person, this happen because the teacher only gives chance to those who raise their hands. The teaching and learning activity was also boring. It can be seen from their enthusiasm when they had to perform their dialogue. Moreover, the interaction between both students and teacher are quite low. When teacher asked questions, the students were often silent spontaneously and they seldom asked questions when they had a chance; when teacher gave chances to ask questions, no one raise their hands yet the teacher probably know that his students did not understand whole materials.

Besides conducting the class observation during his teaching practice, the researcher has planned to hold an interview with the English teacher and some students chosen when the researcher ready to conduct a research at SMPK St.

Familia Kupang. The function of holding an interview is to get the information regarding the teaching and learning process of speaking. It was done to support researcher's ideas about students' problem in learning English, especially the speaking skill. This was done to find out their weaknesses in speaking and to acquire some suggestions related to the problems from those who got interviewing. Regarding the interview with teacher and students, the researcher has prepared the interview guidelines. The extract below shows teacher's respons:

1. Date : Tuesday, 6th March 2018
2. Time : 09:30 WITA
3. Place : SMPK St. Familia Kupang
4. Activity : Interview The English Teacher
5. Respondents : R (Researcher), T (Teacher)

R: *“Bisakah bapak jelaskan bagaimana cara bapak mengajar Bahasa Inggris di kelas-kelasmu?”* (Could you please explain how do you teach in your classrooms?)

T: *“Berdasarkan kurikulum yang ditetapkan di sekolah ini, saya menggunakan kurikulum 2013 sebagai acuan pengajaran. Saya memulai pembelajaran dengan menyiapkan siswa baik secara fisik maupun mental. Lalu memberi suasana kelas sesuai dengan materi, dan jika ada tugas praktek, maka saya selalu memberikan topik yang berhubungan dengan kehidupan siswa”.* (Based on the regulation in this school, I use Curriculum 2013 as the reference of teaching and learning process. I start the class by prepare students' awareness in learning English both physically and mentally. Then I set the situation of classroom to be suitable with

the material. If we will have time to practice in front of class, then I will give the topic that related to everything that surrounds them).

R: *“Bagaimana menurut bapak tentang kemampuan siswa dalam berbahasa Inggris khususnya pada kemampuan berbicara di kelas VIIIA?”* (How is your students’ ability in learning English especially in speaking skill of VIIIA?)

T: *“Berbicara tentang kelas VIII A, mereka itu bervariasi. Ada yang sangat bisa, ada pula yang cukup baik. Namun ada juga yang tidak bisa sama sekali. Hal ini yang membuat saya menerapkan metode yang bervariasi pula untuk mengembangkan kemampuan berbicara siswa-siswi. Akan tetap, belum ada perubahan yang signifikan terhadap beberapa siswa yang kemampuan berbicaranya dibawah rata-rata”.* (Talking about the class of VIII A, I strongly want to say that they have variation in a classroom. Some of them are good, and the rest are pretty good. Yet, there are some of them who cannot speak English at all. Based on this, I tried to apply any method in the classroom to increase the speaking level of the students, yet there were no significant changes of them especially in speaking).

R: *“Apa masalah- masalah yang signifikan dalam pengajaran Bahasa Inggris khususnya kemampuan berbicara apada siswa-siswi kelas delapan?”* (What are the significant obstacles in teaching speaking for the eighth grade students?)

T: *“Masalah utama ialah kurangnya kesadaran pada siswa bahwa belajar Bahasa Inggris itu penting. Lalu kurangnya media pendukung sebagai alat bantu pengajaran seperti audio-speaker sebagai sampel dalam melakukan dialog di depan kelas. Dan satu hal lagi yang menjadi masalah dalam pengajaran kemampuan berbicara untuk guru ialah kurangnya kesadaran siswa-siswi untuk*

membawa kamus. Mereka tidak sadar bahwa pengaruh kamus dalam membantu mereka menguasai Bahasa Inggris khususnya dalam kemampuan berbicara itu juga penting". (The main problem is the lack of awareness for students that English is very important to be learnt. Then the lack of media during teaching and learning process also counted as an obstacle, such as there is no audio-speaker to support the speaking class which will be used as the example to show how to present a good dialogue in front of class. And the last but not least is the lack of awareness for students to bring dictionary. They probably do not know that the effect of dictionary in helping them to be able to speak is an important thing too).

R: *"Apa yang bapak lakukan untuk mengatasi masalah-masalah yang bapak miliki dalam kelas?"* (What do you do to cope with the problem you had?)

T: *"Setiap akhir pembelajaran tentang pengetahuan maupun keterampilan, saya selalu memberikan mereka tugas. Saya juga menugaskan mereka untuk menulis lima kata setiap hari di dalam buku catatan mereka. Memberikan motivasi kepada siswa-siswi bahwa Bahasa Inggris itu penting, dan jangan khawatir jika sulit dipelajari. Percayalah practice makes perfect. Berhubungan dengan niat siswa-siswi membawa kamus ke sekolah, saya memberikan mereka daftar kata-kata serta mewajibkan siswa untuk membawa kamus. Mereka bisa meminjam dari siswa kelas lain yang membawa kamus. Jika tidak membawa kamus maka siswa-siswi tersebut harus membayar denda dan akan dipegah oleh bendahara kelas*".

(At the end of the lesson, both about knowledge or skill, I always give the students homework. The homework is about writing at least 5 new words on their notebook. Giving a motivation to the students is also an important thing so when they learnt English and found it as a difficult lesson; just talked to them that

practice makes perfect. Regarding students' awareness on bringing dictionary to school, I usually give them the translation of difficult words in the text; and the last but not least about bringing dictionary to school is a mandatory. They can borrow from their friends who brought a dictionary to school. For those who do not bring any dictionaries, then they should pay a fine and it will be kept by the treasurer of the class).

R: *"Apa macam-macam aktivitas yang bapak biasanya lakukan ketikan mengajar speaking di dalam kelas?"* (What are the activities that you usually do in teaching speaking?)

T: *"Kegiatan oral dimana siswa diajak berbicara menggunakan Bahasa Inggris. Lalu kegiatan memorizing kata-kata baru untuk menunjang tingkat vocabulary mereka.. Yang ketiga ialah tutor sebaya yang artinya saya menempatkan siswa berkemampuan intelektual rendah untuk duduk dengan siswa yang berpartisipasi aktif di dalam kelas. Semua kegiatan yang saya lakukan ini cukup membantu, tetapi tidak begitu efektif".* (The first one is oral activities which students are being asked to speak in English during teaching and learning process. The second is memorizing activities which are benefit for the students to enrich their vocabulary. The last is friends' tutoring activity which some students who are not good in English will seat with those who are able to speak English pretty good, thus it will affect the students who are not able to speak out. These kinds of activities are quite helping, yet not very effective).

From the interviews, it could be concluded that the teacher also realized that most of the students had difficulties in vocabulary mastery and pronunciation. He also said that there were some students who were less motivated since they just

chatted by themselves using *Bahasa Indonesia*. The teacher also used certain strategies to teach speaking. He included reading a text activity or presenting dialogue and even answering comprehension question given by the teacher himself. The strategies used were not interesting for the students. The overall activity did not encourage the students to involve in the speaking activities. He also rarely used media to support the teaching and learning processes such as audio-speaker.

The researcher also conducted an interview with some students chosen randomly by him in order to know their feeling toward learning English. In the interview done with two students of class VIII A of SMPK Santa Familia Kupang, it can be concluded that the students had difficulties in learning English, especially in learning speaking skill. They said that they had difficulties in pronouncing the words since the written words and their pronunciations are different. The extract below shows students' respons:

1. Date : Monday, 11th March 2018
2. Time : 09:30 WITA
3. Place : SMPK St. Familia Kupang
4. Activity : Interview Some Students
5. Respondents : R (Researcher), SA (Student A), SB (Student B)

R: "*Apakah adek-adek suka belajar Bahasa Inggris?*" (Do you like to learn English?)

SA: "*Iya saya suka*". (Yes, I like it)

SB: "*Saya sangat suka dan senang untuk belajara Bahasa Inggris*". (I am very like and happy to learn English).

R: “*Dalam pembelajaran Bahasa Inggris, skill apa yang adek-adek rasakan paling sulit untuk dipelajari? Apakah kemampuan berbicara, mendengar, membaca, atau menulis?*” (Do you think which one is the most difficult to learn? Is it speaking, listening, reading, or writing?)

SA: “*Kemampuan berbicara alias speaking*”. (Speaking skill)

SB: “*Ya saya juga rasa speaking adalah hal yang paling sulit untuk dipelajari*”. (Yes, I also think that speaking the most difficult to be learn.)

R: “*Mengapa adek-adek menyebutkan bahwa speaking adalah skill tersulit untuk dipelajari*”. (Why do you mention that skill was difficult to be learnt?)

SA: “*Takut melakukan kesalahan saat berbicara di depan kelas. Lalu minimnya daftar kata-kata dalam Bahasa Inggris*”. (Feel afraid in making mistake when speak in front of class. The second is the lack of vocabulary in English.)

SB: “*Ada banyak faktor sebenarnya seperti gugup, malu, dll. Dan juga pengucapan bahasanya yang sulit*”. (Actually, there are many factors such as nervous, shy and so on. The pronunciation which different with the written forms also become the factor why speaking is difficult to be learnt.)

R: “*Apa yang adek-adek lakukan untuk mengatasi faktor-faktor masalah yang adek-adek miliki?*” (What do you do to cope with the problem you had?)

SA: “*Lebih banyak belajar dan berbicara menggunakan Bahasa Inggris saat di sekolah maupun di rumah*”. (We should often learn and practice so speak in English whether at home or at school.)

SB: “*Ketika sebelum presentasi di depan kelas, sebaiknya kita menenangkan diri terlebih dahulu karena dengan melakukan hal itu kita bisa lebih rileks and nyaman dalam berbicara. Lalu lebih sering juga untuk mendengarkan lagu-lagu*”

dalam Bahasa Inggris karena itu bisa membantu kita menambah kosa kata.”

(Before presenting in front of class, we should be calm down first, because of doing that we will be more relax and be more comfortable in speaking. Listening to English songs also would help us to enrich our vocabulary.)

R: *“Apa yang adek-adek inginkan dalam proses pembelajaran Bahasa Inggris?”*

(What do you want in the process of learning English?)

SA: *“Saya ingin kegiatan yang lebih menarik seperti ada games dan lagu-lagu yang berkaitan dengan materi saat proses pembelajaran. Tujuannya agar siswa tidak cepat merasa bosan.”* (I want the activities which are more interesting such as there are games and songs which related to the material during the teaching and learning process. It aims to make students not getting bored easily).

SB: *“Kalau untuk saya, saya ingin model pembelajaran dimana siswa lebih aktif daripada guru.”* (For me, I want a class situation which has the learning method focusing on students’ participation. This means students should be more active in the class rather than the teacher).

From the transcript interview with the students, it can be concluded that the problem in learning English especially speaking skill is not only being defined by the English teacher, yet the students also have the same perspectives. The identified problems came from the students, the teacher, the media and the technique.

First, it was related to the students. They were shy and hesitant to speak in English. During the teaching and learning process, most of them spoke in *Bahasa Indonesia*. They were also afraid of making mistakes so they were silent when the teacher asked a question. Besides, lack of interest in learning English also become

one of the reasons. Since they had limited vocabulary, they have no idea how to express good sentences into dialogue. Moreover, their pronunciation and grammar were still at low level. Since they rarely used English in their life, they prefer to use *Bahasa Indoensia*, thus the list of English words were not familiar with them.

Second, it came from the teacher. The teacher did not create an interesting activity during teaching and learning process. There were no games to break their boredom in learning English, and also there were no songs. The flow of the learning process was too flat. On the other hand, it should be ups and downs learning which students' participation should be more up than teacher and vice versa. In other words, the teacher was the most dominant in whole session of the teaching and learning process. The monotonous activities did not stimulate students' interest that had low motivation and awareness in learning English.

The last problems were the media and the technique using in the classroom. The media and technique used were monotonous. The teacher often used LKS (*Lembar Kerja Siswa*) or well known as worksheets. He often asked students to work everything individually. He also did not give the students enough time to think first before producing words. Based on the preliminary observation, the researcher found some problems regarding the issues mentioned by the teacher and several students. Thus, the researcher is ready to conduct a research using the technique of Think-Pair-Share (TPS) in order to improve the speaking skill of the eighth grade students of SMPK Santa Familia Kupang.

4.1.2.1 Process of Planning

Considering the problems identified above, some effort were planned to solve the problem in the teaching and learning process. They were used to

improve students' speaking skill through the Think-Pair-Share technique. Based on the discussion with the English teacher as collaborator, the action plans of first cycle were presented as follows:

1. Applying Think-Pair-Share (TPS) technique

The Think-Pair-Share technique was applied in this research. The students were encouraged to work in pair to finish together the tasks given by the researcher. They were given time to think individually and then they would share their ideas with partner. They worked together to create a dialogue based on the material given. A cue dialogue was provided by the researcher to help them arrange into good conversation.

2. Using English classroom model during the teaching and learning process

During the action, the researcher acted as the teacher in the class. He decided to use English language in classroom during the teaching and learning process in order to make the students more familiar with the English words. It could also give them opportunities to speak out. He planned to use English at class for several functions such as to greet the students in the beginning of the lesson, to explain the materials, and to close the lesson.

Based on the interviews with several students, they did not clearly understand the teacher's explanation since the teacher used English in class all the time. It is good, yet students cannot take easily all the materials and understand it. Therefore, the researcher planned to use *Bahasa Indonesia* in some difficult aspects like re-explaining the materials and giving the instructions so that the students could get the point easily.

3. Giving feedback to students' pronunciation

The researcher gave feedback to the students' pronunciation in the meeting of cycle 1. It was implemented using several ways suggested by Harmer (2001: 106-107) in the form of comments, grades, or marks on the learners' record sheet. In the form of comment, the researcher showed the students' mistake by repeating the words, asking the questions, and giving facial expression. The feedback would cover both fluency and accuracy. The action was expected that the students were able to express their ideas better and grammatically correct. It was given during the teaching and learning process covering the pre-activity, main activity, and post-activity.

4. Vocabulary practice

In the pre-research process, the researcher interviewed some students and asked them about their obstacles in learning English, especially speaking skill. Most of them said that vocabulary was one of their obstacles in learning English. Based on the interviews, it could be concluded that the students were lack of vocabulary. As a result, they had difficulties in expressing the meaning in English. Vocabulary practices were planned in each cycle to enrich their vocabulary mastery and familiarize them with the vocabulary used in the tasks.

5. Pronunciation drill

Pronunciation was one of the major obstacles in learning speaking. Since English has different pronunciation from the spelling of the words, it was hard to pronounce the words correctly without making mistakes for them who are not the native speakers of English language. Moreover, English is rarely used in the daily conversation for Indonesian because of English is a foreign language. Thereupon,

the students were not familiar with English pronunciation. The pronunciation drill was the follow-up activity from the vocabulary practice. After they got the activity, they needed to practice on how to pronounce the word. Pronunciation drill absolutely would give them more opportunities to learn speaking.

4.1.2.2 Action Implementation

The action of cycle 1 was carried out in one meeting on Monday 12th March of 2018. The details can be seen on the following table:

Meeting/Cycle	Day and Date	Time	Duration	Materials
1 st Meeting of Cycle I	Monday, 12 th March 2018	11:10 – 12:30 WITA	2x40 Minutes	Asking and Giving about Ability

Table 4: Schedule of Cycle I

In this cycle, the researcher shared duties with collaborator in conducting the teaching and learning process of speaking. While the researcher implemented the actions, the English teacher observed the teaching and learning process at the back of classroom. The photos and videos during implanted the action was taken by the researcher's friend.

The meeting was held on Monday, 12th March 2018. The researcher came to the class along with the English teacher as the observer during the teaching and learning process and collaborator to take photos and videos during the action. The English teacher told the students that his portion will be replaced by the researcher during his research. After that, the researcher handled the class. The allocation time was 80 minutes. The topic was asking and giving about ability. The

researcher greeted the students, then they answered it positively and correctly because of they were already familiar with the expression of greetings.

The R entered the class then the captain of the class shouted “Stand up please, greetings” then they greeted “Good Morning, sir. How are you?” then the R answered “Good Morning. I’m great. Thank you. How about you?” after that the Ss responded “I’m fine too”. Then the R pleased the Ss to sit down.

After checking their attendance by calling their name one by one, the R asked several questions with aiming to prepare students physically to learn about asking and giving information of ability. The R asked “Did you study last night?” they answered “Yes”. Then the R asked “What did you study?”. The Ss tried to respond in English, so they only answered “Ability”. Unfortunately, only some Ss who admitted they have learned it at home, the rest only kept silent.

To check the background knowledge of the students, the researcher asked them some questions which were related to the topic. Some of them answered it enthusiastically. The R said “What is coming on your mind when you heard the word ability?” Some Ss raised their hands, yet some of them just murmured. The R spotted one student, and then the student answered “Ability is a skill to do something”. The R asked the Ss to give applause for him. Then the R asked “What is the meaning of ability in Indonesian?”. All of the Ss spontaneously answered “*Kemampuan*”. After that the R continued to deliver the Standard of Competence and the Basic Competence. Moreover, the R told the objectives of the lesson for today’s meeting.

Before started the lesson, the R gave students an apperception or warming up to attract their attention. He started with singing which the lyrics were relating

to the material. The song will be sang together then on the second chance, both students and teacher followed the movement that shown by the researcher. The lyrics can be seen below:

Ice-Breaking	
Jump.... I can Jump 2x.....	Jump 7x I can Jump
Swim.... I can swim 2x.....	Swim 7x I can swim
Ride a bike... I can ride a bike 2x.....	Ride 7x Ride a bike
Sing... I can sing 2x.....	Sing 7x I can sing
Play guitar... I can play guitar 2x.....	Play 7x Play guitar

Table 5: Lyrics of the Song

The researcher started the lesson. He started from playing a recording of conversation by using an audio-speaker to attract students' attention. Before playing the recording, the researcher said that the students should listen carefully first without taking notes and talking with chair mates. On the second playing of that recording, the researcher asked students to take notes the whole dialogue. The researcher played the recorder slowly so the students got the point easily. After that, the researcher asked the students to underline the expression of asking about ability and round the expression of giving about ability.

Then the researcher asked the students about the given question which related to the expression they have marked on their notebook. The R said "Please mention the expression of asking about ability". The Ss responded by raising their hands up. The R pointed one by one, some of them had right answers. Unfortunately there were 2 students who raised hands but they mentioned wrong answers.

Before stepped forward to the next activity, the researcher explained the material of asking and giving about ability based on the material prepared by him. Next activity was put them in pairs, thus the students had to present dialogue based on what they have heard on the recorder. The researcher did not train their pronunciation at all. It aimed to let them try on their own and also with their partner. The researcher gave the students enough time to prepare for their pre-test. The following script was the dialogue which has been recorded.

<p>A. Hello Lilis. How are you this morning? L. Hi Aldi, I'm fine. How about you? A. I'm great! Well, can you help me? I have homework that needs to be done. L. I wish I can help you. What is it about? A. It is about interviewing someone. I need to write someone's ability. May I interview you? L. Of course. Let's start! A. What is your ability? L. My ability is swimming. I can swim very well. A. Wow, that's good! Are you able to sing a song beautifully? L. No, I am not. My voice is very bad. A. I'm also not able to sing well. Can you ride a bicycle? L. Yes, I can. I ride bicycle to school every day. A. Can you dance traditional dancing? L. No, I cannot. It is hard for me to dance. A. Can you jump? L. Yes, I can jump. A. Alright. Thank you for helping me, Lilis. L. My pleasure, Aldi.</p>

Table 6: Recorded Dialogue in Cycle I

The researcher and the English teacher were the one who assessed students' presentation based on the rubric provided by the researcher. The pre-test's result can be seen on the table of data display. Based on the result, it can be concluded that students' speaking skill were on low level. Only half of the class which got the average scores around 56 points.

After the pre-test, the researcher moved to task 2. Before doing the task, the researcher gave complete explanation regarding the material. The researcher

mentioned many expressions in asking and giving information about ability. Thus, students will have the ideas how to express and how to respond the expression. After that, the researcher asked student to do the task 2. It was about jumble sentences. Students were give a piece of paper which had 5 sentence not arranged well. The students had to re-arrange it into good dialogue. For this time, students were given time to think individually first. They were not given opportunity to ask their partner yet. The following table is the example of the jumble sentences:

Jumble Sentences! Please arrange these sentences into good dialogue.
 That's good idea. Thanks for your help. (5)
 Yes, I can. What can I do for you? (2)
 Can you do me a favor? (1)
 Please lift this table to near the door. Can you do that? (3)
 No, I cannot. It is too heavy. Why don't we lift this table together? (4)

Table 7: Jumble Sentences of Text 1

After arranging the sentences into good dialogue individually, they had to mingle and did the activity which namely "Walk and Talk". The students walked around the class and talked randomly in order to discuss the dialogue with friends. They were excited since they had a chance to be free from their own chairs. This activity also trained students' speaking skill because they needed to speak with their classmates. Next, the researcher and the students discussed the task together. He also did drilling in the vocabulary practice found in the dialogue. The researcher pronounced the words correctly and asked the students to follow him. As a result, the students were able to keep the vocabulary as the long term memory.

The Think-Pair-Share technique was used in this study. Since it was the first meeting some students were still confused with the technique. After explaining about the technique, the researcher asked the students to do the next

task. The task 3 was still about jumble sentences. Yet, this task was done in pairing. Students were divided into pairs based on seated position. The students only changed their partners by moving to the next chair's row. The researcher decided to make this because he hoped the students will be able to work with all kind of students, as we do know that each student has their own perception. The task 3 can be seen as follows:

Jumble Sentences! Please arrange these sentences into good dialogue.
 I never try, so I don't know. Let's ride a horse in a ranch next time. (5)
 I cannot. I'm too old. I could when I was young. How about you? (2)
 Hey, can you dive? (1)
 Yes, I can. I go to work by a car. Can you ride a horse? (4)
 I absolutely can dive very well. Are you able to drive a car? (3)

Table 8: Jumble Sentences of Text 2

After distributing the paper, the students worked it seriously with their partner. Some of them discussed it with serious face, yet still there were some students who did not take this a serious thing. The researcher approached them and let them know this should be done in a serious ways since their result will be graded. At the end, all of the students had right answers. The researcher thought that the use of Think-Pair-Share technique is quite successful because of some students have shown their improvement in answering the question by speaking it out. Therefore, the researcher decided to move to the next activity.

To practice students' speaking skill, the researcher gave task 4 as the progress test of this cycle 1. Since the task 2 and task 3 had dialogue which containing the expression of asking and giving about ability, the students are expected to present both dialogue in front of class, yet they had to modify it by collaborating both dialogues and adding their own sentences into dialogues. The researcher implemented the Think-Pair-Share technique to make students eager in

improving their speaking skill. Before presenting the dialogue, the students were given an opportunity to practice first with their partner. The researcher gave 10 minutes for them to practice the pronunciation, intonation, gesture, and expression.

One by one pairs were pointed by the researcher to present their modifying-dialogue in front of class. The researcher was monitoring the class by walking around and paying attention to those who listen to the speakers. By monitoring the class, the researcher could ensure that the students respect their friends who present the dialogue in front of class, since they know that if they want to be treated with respect, then treat others with respect first. Hence, they will get payback as well by get treated with respect. The students did the dialogue presentation with the feeling of nervous, while few of them nailed the presentation in good manner and matter. The English teacher and the researcher were the raters of this progress-test. The mean score of progress test can be seen on the following table below:

Rater	Fluency		Content			Appearances	
	P	I	C	G	V	G	E
Researcher	6.4	6.5	12.3	11.2	11.55	5.75	5.95
English Teacher	6.7	6.9	12.4	11.45	11.6	6.0	6.1
Mean Score	6.55	6.7	12.35	11.32	11.57	5.87	6.02

Table 9: Mean Scores of Progress Test in Cycle 1

The bell had rung. Thus, the researcher and all the students summarized the lesson together. Then the researcher gave opportunities to several students to share what they have understood, what problem they found in learning speaking,

and suggestion to the researcher for upcoming meeting. The chosen student delivered those statements in front of class. Finally, the researcher ends the lesson by greeting the students and informing that they will have one more meeting and two tests ahead regarding asking and giving about ability. Therefore, they had to prepare themselves to be better. Before leaving the class and letting students to have a break, the researcher said thanks for their participation during the research.

4.1.2.3 Reflection

After conducting the actions in cycle 1, the researcher and the English teacher conducted a discussion to make some reflections. The reflection was based on the observations, interviews, and students' scores of both pre-test and progress test conducted during the first cycle. In the discussion, the data gained through the observations, interviews, and students' scores were analyzed to evaluate the strengths and weaknesses of the actions implemented in cycle 1. These reflections were used to plan actions implemented in cycle 2. The results were presented below.

1. Applying Think-Pair-Share technique

The Think-Pair-Share technique was applied during the teaching and learning process in cycle 1. Generally, this technique improved the students' involvement in the teaching and learning process since they had to interact with their friends continually. When students interacted with their classmates, they had to speak. The activities helped them to understand the materials since they could discuss what they knew with the whole group in class by paring with another student. Even though some of them were still shy to share their ideas and thoughts, yet their chances to speak improved continuously because of they had a

partner to interact with. They also got feedback from their partners. The students looked so excited during the process of teaching and learning because of the used of this technique. It can be seen from the participation during doing tasks and presenting dialogues.

2. Using Classroom English during Teaching and Learning Process

The researcher used classroom English in cycle 1 to make students more familiar with spoken English. It was applied in some ways such as in opening, greeting, giving instruction, giving feedback, and closing the lesson. The use of classroom English could effectively improve students' speaking skill. It provided students an opportunity to speak in English during the teaching and learning process. During the opening lesson the students were already familiar with the expression. However, the researcher needed to use both language Indonesian and English as well since the students found it difficult to understand what the researcher has said.

3. Giving Feedback to the Students' Pronunciation

Feedback was given during the teaching and learning process. The researcher gave feedback in several ways such as repeating the errors or mistakes, stating confirmation by saying "Is that true?" or giving the facial expression. The feedbacks were not only floored to the whole class, but also given privately to the students when the researcher did classroom monitoring. In addition, the researcher not always gave feedback directly at the moment the students made mistakes, as usually done by the teacher before. As that might distracted students' concentrations during speaking performances and decreased students' motivation. The researcher tended to write some list of mistakes first, and then let them knew

the feedback at the end of their performances. This was believed to solve the matters related to the students' worries about making mistakes difficulties in expressing ideas, grammar, and pronunciation as mentioned earlier.

4. Vocabulary Practice

Realizing that vocabulary was important to help students to learn speaking well, the researcher provided some tasks that consisted new vocabulary. It aimed to enrich students' vocabulary mastery. The vocabulary was taken from the related materials. In the dialogue provided by the researcher, he asked students to mention the new vocabulary for them. Then, the researcher told the meaning of those words in *Bahasa Indonesia* and asked students to follow him in pronouncing it. The tasks also motivated students to learn English.

5. Pronunciation Drill

The pronunciation drill was the follow-up activity of the vocabulary practice. The researcher felt that it was important to create pronunciation drilling activities to give the students more opportunity to speak and improve their pronunciation. Based on the interview, pronunciation was one of the obstacles in learning English mentioned by the students. After get the new vocabulary, the researcher train students' pronunciation in difficult words and new words. They had to listen first and the repeated what the researcher had pronounced. This activity helped students to know the correct pronunciation. In general, they responded this activity positively.

From the observation, the students showed improvement on their pronunciation. They could pronounce the words correctly after doing the pronunciation drilling. However, when the students tried to pronounce the words

for the very first time, they still made some mistakes in pronouncing certain words. To deal with it, the researcher immediately corrected the students' pronunciation.

Besides collecting the data from the interview and observation, this research also gained the data through the score of the students' speaking skill. Scoring students' performances is needed to know their improvement of speaking skill. The researcher and the English teacher used the same speaking rubric which adapted from Brown in assessing the students' speaking performances. The scores were gained from the accumulation of the total scores from both raters. In cycle 1, both raters graded the pre-test and progress test.

After the implementation of the actions, the students' pronunciation was better than before. Some students paid attention to the intonation, even though they were still making several mistakes. They could make the dialogues directly by combining both dialogues and modifying it with their own dialogue. This also forced students to be creative and worked together with their partner.

4.1.2.4 Findings in Cycle I

In Cycle 1, the researcher found out some problems during the implementation of the Think-Pair-Share technique. Several students were getting bored easily since they learnt foreign language. To solve this problem, the researcher planned to prepare more energetic activities in the next cycle to avoid the students' boredom in class. By providing songs and games, the students will enjoy the class since those kinds of activities were received in every generations of human being. The use of attention grabber like "Eyes on me – Eyes on you" is aimed to solve the same problem.

When students were paired with partner, there were some students who speak up passively. To solve this problem, the researcher got an advice from the English teacher. He said that the students who speak up passively should be seated with those active students. This technique named friends tutor. In the next cycle, the researcher will put the students not only randomly, but based on how active the student is. The researcher believed that the passive students will be influenced by the active students.

Dictionary problems could be included to the classic problem. Some students probably think that they do not need those dictionaries. Luckily, the English teacher of SMPK Santa Familia made a rule which the students who did not bring an English dictionary to the class, they had to pay fine as a punishment. Therefore, most of the students in class always bring it. Only few of them who did not bring it, yet the researcher had to talk to them at the end of cycle 1. The researcher reminded the students that dictionary is a compulsory thing that they had to have since English is not their first language.

Based on the problems found in cycle 1, the researcher decided to do what he has planned previously. Thus, the same problems will not appear again in cycle 2. The researcher believe that the students will participate actively in cycle 2 because of he has planned to add one more activity which name giving reward. It aimed to attract students' attention during the teaching and learning process.

4.1.3 Research Process and Findings of Cycle II

4.1.3.1 Process of Planning

Based on the finding in cycle 1, the researcher and the English teacher decided to conduct cycle 2. In cycle 2, it was aimed to improve the unsuccessful

actions in cycle 1. They agreed to focus on solving the problem related to the classroom management and the type of activities that would motivate the students to speak in English.

In this cycle, the researcher designed a lesson plan to help his implement the action. In cycle 2, he selected the same material but quite complicated. As a guideline in the teaching and learning process, the lesson plan covered the activities materials, time allocation, and management that met the students' needs to improve their speaking abilities.

The researcher and the English teacher chose to use the PPP as the teaching methodology. The PPP approach is a unique approach to the teaching of communicative language that works through the progression of three sequential stages namely, Presentation, Practice and Produce.

The first phase was presentation. In the first phase, the researcher introduced the topic. He played a recording that contained the expression, asked the students to listen and take notes the difficult words, and at the end the students had to present the expressions based on the recording played. The second phase was practice. In this phase, the researcher asked the students to identify the expression such as is it asking or giving information about ability, pronounce correctly, identify the dialogue with partner, and practice in front of class in pairs. The last phase was produce. In produce, the students practice the expression that they had learnt in pairs. They practiced speaking in English based on the situation spontaneously in front of class.

The general structure of PPP is flexible. There are two important features of the PPP. The first one is the movement from controlled and structured speech

to less-controlled and more freely used. Secondly, it makes the rapid reduction of the teacher talk time and the increase in students talk time. Hence, the class was like students-centered model. The action plans in cycle 2 was presented below:

1. Applying Think-Pair-Share Technique

In Cycle 2, the TPS technique would be implemented in all activities which start from the beginning until the end. It would be done to attract the students with material given since the students like to learn to this technique because they are free to discuss with partner. Considering the problem during the meeting in the first cycle, the researcher divided them based on the level of ability. Therefore those who were pass the test with the level of average should be seated with those who were pass the test with level below average. It could improve students to learn the lesson with their chair mates. It could motivate them to learn together. Before the researcher grouped the students based on the abilities, he discussed with the English teacher that also agreed with the suggestion. The English teacher that accompanied the researcher is Ms. Anastasia Nuga, S.Pd. The next problem was about the time management. He managed the time so that the students would get more time in speaking using English. He gave the time for every activity to manage the time.

2. Using Classroom English during Teaching and Learning Process

This action was completely the same as the planning in the first cycle. However, in cycle 2, the researcher rarely translated his explanation into *Bahasa Indonesia*. His explanations were supported by gestures. Gestured helped the students familiarized themselves with English utterances. This action had significantly improved students' speaking skill and their confidence to speak up.

The students understood short explanation which delivered by the researcher in English. The students became active and they used simple expressions in English to respond to the researcher's questions and explanations as well. Thus, it motivated the students to speak English better than their friends.

3. Giving Feedback to the Students' Pronunciation

Based on the reflection of Cycle 1, the researcher found out that giving feedback to the students' pronunciation was helpful for fixing their mistakes or errors. Since it gave benefits, the researcher planned to give feedback to the students' pronunciation. It would help them to know the correct pronunciation. It also helped them to fix the wrong pronunciation. The feedback would be given during the teaching and learning process.

4. Vocabulary Practice

Based on the reflection in Cycle 1, the researcher found out that vocabulary practice were helpful for the students to enrich their vocabulary. For that reason, the researcher planned to apply the vocabulary practice again in Cycle 2 by providing new vocabulary in the recording dialogue during the teaching and learning process. Yet, the research would give more new and unpredictable vocabulary, so the students' vocabulary mastery would be improved.

5. Pronunciation Drill

Since pronunciation drill gave the students a very beneficial practice in speaking, the researcher still used pronunciation drill to improve students' speaking skill. Based on the reflection, the researcher decided to apply pronunciation drilling during the teaching and learning process of cycle 2. He planned to give more drilling for the students.

6. Giving Rewards to the Best Performance

The finding in Cycle 1 indicated that the students were less enthusiastic when they were tired after during the ceremony and learnt other subjects. Thus, the researcher planned to give reward to the students so that they could be more motivated to be the best performance in the class. The rewards would be given for the half team of the class. In the class, there would be 10 pairs, so there were only 5 pairs who got the rewards from the researcher. It was expected that the rewards could encourage all of the students to be actively participate in the teaching and learning process.

4.1.3.2 Action Implementation

The action of cycle 2 was carried out in one meeting on Thursday 15th March of 2018. The details can be seen on the following table:

Meeting/Cycle	Day and Date	Time	Duration	Materials
1 st Meeting of Cycle II	Thursday, 15 th March 2018	11:10 – 12:30 WITA	2x40 Minutes	Asking and Giving about Ability

Table 10: Schedule of Cycle II

The meeting of Cycle 2 was conducted on March 15th 2018. The researcher started the class with greeting, checking students' attendance, giving questions regarding the materials in order to check students' readiness. The situation can be seen in the extract below.

The R entered the class then the captain of the class shouted "Stand up please, greetings" then they greeted "Good Morning, sir. How are you?" then the

R answered “Good Morning. I’m great. Thank you. How about you?” after that the Ss responded “I’m fine too”. Then the R pleased the Ss to sit down.

After checking their attendance by calling their name one by one, the R asked several questions with aiming to prepare students physically to learn about asking and giving information of ability. The R asked “What did we study last meeting?” they answered “Yes”. Then the R asked “What was it?”. The Ss tried to respond in English, so they answered “Asking and giving information about ability”.

To check the background knowledge of the students, the researcher asked them some questions which were related to the topic. Some of them answered it enthusiastically. The R said “What is coming on your mind when you heard the word ability?” Ss raised their hands spontaneously. The R spotted one student, and then the student answered “Ability is a power to do something”. The R asked the Ss to give applause for him. Then the R asked “What is the meaning of asking and giving of ability in Indonesian?”. All of the Ss spontaneously answered “Menanyakan dan Menyatakan *Kemampuan*”. After that the R continued to deliver the Standard of Competence and the Basic Competence. Moreover, the R told the objectives of the lesson for today’s meeting.

Before started the lesson, the R gave students an apperception or warming up to attract their attention. He started with singing which the lyrics were relating to the material. The song will be sang together then on the second chance, both students and teacher followed the movement that shown by the researcher. The lyrics were still the same with the song in the previous meeting.

In cycle 2, the researcher started the class by informing the students that he brought five special gifts for the active students in class. After the students knew about the special gifts, they became more attractive and active as well in participate the teaching and learning process. Then, the researcher continued the activity as he had planned. He asked the students to listen to recording which was related to the topic. The researcher used the same technique by asking students to listen to the dialogue. Yet, in this cycle, the researcher used a dialogue which is more complicated than a dialogue in cycle 1. It aimed to avoid students to do the same thing again, and to see how the improvement worked in students' speaking skill. The researcher asked the students to write the difficult words and some expression related to the materials in the recording. After listening to the recorded dialogue, he asked the students what the expressions were in the dialogue. The recorded dialogue can be seen in the extract table below.

James: Hi Steven! i need some help here. Can you help please?
Steven: Hi James. Sure. Help for what?
James: My bicycle has been damage, "I have some items to fix this bicycle but i can't fix this stuff" Can you fix my bicycle Stave?
Steven: "Sure Why Not? Because my father always teaching me for repairing a bicycle"
James: Really? Wow that sounds awesome! Ok let's finish this job my best friend
Steven: Thanks for your compliment. Ok I will finish it.

Table 11: Recorded Dialogue in Cycle II

To make the students understand well about the whole dialogue, the researcher repeated the recorded dialogue using his clear voice. It looked like the students took notes of the difficult words and the expressions as well which pronounced by the researcher. After that, he explained the material again. It was about asking and giving information about ability. The researcher wrote the explanation and the examples of the expressions on the white board. For the expressions in the recorded dialogue, he asked the students to be the one who wrote it on the white board. Those students did a great job by writing all the expressions mentioned in the recording. After that, he asked the students to read by themselves in order to check the pronunciation. By listening to the students' pronunciation, he already knew the lack of students' pronunciation because there were few expressions that pronounced incorrectly. Then, he corrected the wrong pronunciation. The technique that the researcher used was listening to her pronunciation and then repeating the words.

The researcher decided to move to the next activity. He distributed the task 1. It was a dialogue made by the researcher. He asked students use the technique of Think-Pair-Share before presenting the dialogue in front of class. The researcher distributed the paper to each student one by one. He asked students to read individually first and used the critical thinking to pronounced the sentences correctly. After 5 minutes, the students were asked to discuss the dialogue with their partner. The researcher has decided the students into 10 pairs. Each pair was a combination between active and passive students. He made this so the passive students would speak up as well as the active students.

Before practicing with partners, the researcher informed that the presentation would be graded based on the rubric provided by him. He explained the graded indicators. Both the researcher and the English teacher were the assessor. The researcher also reminded the students to present as good as possible since he already prepared special gifts.

As time went by, the students were ready to present the dialogue in front of class. The researcher called the paired students randomly. Then he asked the students to listen carefully to their friends' performance. It could be seen that the attitude of respecting others were shown by the students. The researcher and the English teacher were the one who assessed them. The researcher's friend was asked to record the presentation. The written dialogue can be seen below:

<p>Andi: Hi, Ando! How are you today?</p> <p>Ando: oh, Hi Andi...! I'm fine, thanks.</p> <p>Andi: do you have any planning for tomorrow?</p> <p>Ando: no, I haven't, why?</p> <p>Andi: can you accompany me to my uncle's house?</p> <p>Ando: of course, I can.</p> <p>Andi: but, can you drive a car?</p> <p>Ando: "don't worry. It's easy. I've took a course and got a driving license, but I am not able to drive a big car."</p> <p>Andi: it doesn't matter. My car is a small car. So, you don't need to drive a big car</p> <p>Ando: yeah. So, when we will go?</p> <p>Andi: wait on your home, I will come there...</p> <p>Ando: OK!.</p>

Table 12: Written Dialogue in Cycle 2

The next activity, the researcher asked the students to prepare themselves because that would be a post-test of this research. The researcher gave 5 minutes for them to have a break and mingle with other friends. Then the students were given a chance to make dialogue with partner chosen. They had to make dialogue related to the asking and giving information about ability. They could make the dialogue as creative as they were. The researcher wanted to check the improvement to the students' speaking skill. They had to practice it in front of class as usual. For the post-test, the researcher would give feedback to the students' performance. It is based on the pronunciation, intonation, comprehension, grammar, vocabulary, gesture, and expression.

After they presented their performance, the researcher would like to end the lesson. Before left the class, he asked some students to do the reflection in front of class. The researcher pointed them randomly. Even the passive students got an opportunity to report what she has understood and the difficulty in learning English especially improving the speaking skill. After the reflection session, the researcher and the students concluded the lesson. The researcher also announced the top 5 active students in the session. He called them one by one to come in front of class and receive the special gifts as reward of their struggling in participate the teaching and learning process.

4.1.3.3 Reflection

After implementing the action in cycle 2, the researcher and the English teacher did a final reflection to evaluate the implemented actions. The reflection was based on the students' scores of both progress test and post-test conducted

during the second cycle. In the discussion, the data gained would be the final result of this researcher. The results were presented below.

1. Applying Think-Pair-Share technique

Similar to cycle 1, Think-Pair-Share technique was implemented in every meeting. It was done in pairs and individually. The students helped each other since they worked together to facilitate their learning. They finished their tasks which need cooperation such as identifying, completing, arranging, and presenting dialogues. The students were controlled more during this cycle.

The improvement also happened in the process. In cycle 1, some students did not participate actively and refused to answer the questions given by the researcher. There were some students who kept silent in the discussion. They waited for their friends to answer the questions without participating. However, in cycle 2, they were able to share the result of the discussion and able to participate actively. In additional, all students were able to work cooperatively in pairs. The researcher managed the time better than in cycle 1. It could be seen from the fact that they could share their ideas and thoughts in front of class. All pairs shared the result discussions and performed dialogues. The interview transcripts below show students' opinions.

R: *"Menurut adek kalau pakai teknik TPS dalam pembelajaran Bahasa Inggris gimana?"* (How do you think of the use of TPS technique in learning English?).

S: *"Enak. Siswa jadi punya banyak waktu untuk berbicara. Tidak hanya liat guru menjelaskan di depan kelas."* (It was enjoyable. Since it was not monotonous, students had an opportunity to speak up, not only listened to the teacher's explanation).

R: “*Apakah adek jadi nambah motivasinya untuk ngomong menggunakan Bahasa Inggris?*” (Are you motivated to speak up using English?).

S: “*Iya, pak. Meskipun masih sedikit malu, tapi asik.*” (Yes. Although I am still shy yet it is fun).

2. Using the classroom English during the teaching and learning process

Using classroom English during the teaching and learning process had significantly improved the students’ speaking skill. It was effective to provide the students with opportunities to speak up in English. The researcher used the classroom English in both cycle to make students more aware with English words and increase their vocabulary.

The use of classroom English showed that it helped the students to be more familiar with spoken English and could understand short explanation and expression, even though they were able to deliver their ideas, opinions, and thoughts in full English. At least, the use of classroom English was helpful enough to improve two-ways communication between the researcher as the teacher and the students themselves.

There was improvement on the way students responded to the classroom English that the researcher used. They more understood the expressions and instructions that usually used during the teaching and learning process. They also sometimes responded in English even though they did not use full English or just gave simple respond such as “Yes” and “No”. The classroom English was not only effective on giving exposure to them but also give more opportunities to practice their spoken English.

3. Giving feedback to the students' pronunciation

In this cycle, feedback was usually given during the teaching and learning process. The researcher gave feedback in some ways, like repeating the errors or mistakes, giving option of right pronunciation, and giving a facial expression or gestures. The feedback covered both fluency and accuracy. They are in line with what has been said by Harmer (2001: 104-109). Feedback helped the students to recognize their confidence when they wanted to perform something.

Giving feedback to students' pronunciation also improved the students' confidence when they had to speak in English. From the feedback, the students' could improve their English since they had already known how to pronounce the words correctly. By having feedback from the teacher, the students knew their strengths and weaknesses of their performance.

4. Vocabulary practice

In cycle 2, the vocabulary practice was given after the students listened to the recorded dialogue. The researcher divided the students into 10 pairs and he asked them to take notes the new words from the recording. The vocabulary activity was used as the bridge to the pronunciation practice and it helped them to make a dialogue for the post-test with new vocabulary.

Based on the discussion with the English teacher and the students, the researcher could conclude that vocabulary practice successfully enrich students' vocabulary mastery. The interview transcript could be seen in the following text.

R: "*Kosa kata atau vocabulary nya adek makin banyak ya?*" (Do you feel that there is an improvement of your vocabulary knowledge?).

S: *“Iya pak. Jadi tahu banyak kosa kata dalam Bahasa Inggris.”* (Yes, sir. I have more vocabulary of English).

R: *“Menurut ibu Nasta, apakah dengan aktivitas vocabulary practice dapat membantu siswa dalam mengembangkan kemampuan berbicara?”* (Ms. Nasta, do you think that the activity of vocabulary practice helps the students to improve their speaking skill?)

T: *“Ya tentu saja. Mereka semakin punya banyak kosa kata dalam Bahasa Inggris.”* (Yes, of course. They know more vocabulary of English now)

5. Pronunciation drill

The benefit of pronunciation drill was to make the students familiar with the pronunciation in English. Pronunciation practice gave the students opportunities to learn how to pronounce the words correctly. The researcher also taught how to pronounce the letter.

The pronunciation drill helped the students to be more aware of the pronunciation. There was improvement in pronunciation after the researcher gave pronunciation drill during the teaching and learning process. Their pronunciation was improved but they still needed a lot of practices to completely pronounced words well especially in intonation of the words. The following interview shows students' opinion of this activity.

R: *“Tadi ada sesi memperbaiki pronunciation kalian dalam bahasa inggris. Menurutmu gimana dek?”* (We did pronunciation drill. What do you think of it?)

S: *“Saya suka, jadi kita tau cara ucap yang benar kan pak.”* (I like it, because we know the correct pronunciation, Sir).

6. Giving rewards to the best performance

The rewards were given to certain students due to their best performance. The extra points were given to the students who had the significant improvement in their speaking skill. After knowing that there would be special gifts at the end of the activity, they were encouraged to do their best. All the students worked hard to be the best pair. They became more active to be the volunteers in answering questions and to cooperate with other friends in classroom. The following interview shows the students' opinion.

R: "*Kalo yang paling aktif dan performa bagus dalam kelas dikasi hadiah, motivasinya makin nambah atau tidak?*" (Can giving rewards improve your motivation at the end of the lesson for those who had the best performance during the teaching and learning process?)

S: "*Nambah dong pak. Kan kita jadi semangat untuk kasi performa yang terbaik dalam menyampaikan dialog.*" (Of course, sir. We become more motivated in presenting the dialogues).

In the post-test of cycle 2, the students could change the pronunciation when they mispronounced without the researcher's guidance. Most of students could speak in falling and raising the intonation based on the type of the sentences. Most students delivered their speaking fluently without hesitation. They usually could handle elementary construction quite accurately but did not have the confidence to control the grammar when they speak up. As a result, they could make the dialogues pretty good without asking the meaning of the words. The students also were creative in making the dialogue with their partners. The following table is shown the mean score of progress test in cycle 2.

Rater	Fluency		Content			Appearances	
	P	I	C	G	V	G	E
Researcher	7.35	7.5	12.95	12.75	12.7	7.2	7.4
English Teacher	7.25	7.2	12.75	12.65	12.65	7.35	7.3
Mean Score	7.3	7.35	12.85	12.70	12.67	7.27	7.35

Table 13: Mean Scores of Progress Test in Cycle 2

In the post-test, errors in pronunciation were quite rare. The students had good intonation in almost 70% percent of words pronounced. Control of grammar was quite good. They were able to speak the language with sufficient vocabulary too. They also were good at appropriate gesture and expressions in all over dialogue. It can be seen from the mean scores of post-test in cycle 2.

Rater	Fluency		Content			Appearances	
	P	I	C	G	V	G	E
Researcher	7.55	7.9	14.7	14.3	14.3	7.75	7.75
English Teacher	7.55	7.9	15	14.4	14.6	7.8	7.75
Mean Score	7.55	7.9	14.85	14.35	14.45	7.77	7.75

Table 14: Mean Scores of Post-Test in Cycle 2

4.2 Discussion

This research aimed at describing how the Think-Pair-Share technique could improve the students' speaking skill of class VIIIA students of SMPK Santa Familia Kupang. This technique was implemented both in the first and the second cycle. The research findings showed that the Think-Pair-Share technique was

successful in improving the students' speaking skill. The only disadvantage of the Think-Pair-Share technique is the total number of students is odd. According to the actions, observations, interviews, and the reflections, the researcher found some facts as the following explanation.

First, the Think-Pair-Share technique was able to gain students' self confidence. Previously, they were shy to speak up their mind. The students were not confident to perform speaking in the front of class. During the implementations of the Think-Pair-Share technique, they have a lot of chances to interact with their classmates in English. This interaction encouraged them to speak English more, yet they should not feel shy because all of the students were also still practicing.

Second, the Think-Pair-Share technique was able in giving the students more opportunity to speak up their minds. Think-Pair-Share technique can improve students' confidence as well as provide more opportunity to practice speaking. The approach of teaching and learning process was not teacher-centered anymore. The students could explore their speaking skill in English. Therefore, they could improve the speaking skill since language is a matter of habits.

Third, the Think-Pair-Share technique was able to improve students speaking skill in some aspects like fluency, vocabulary, grammar, pronunciation, and intonation. By using the Think-Pair-Share technique, the students had more opportunities to be able to speak in English since they had a partner to share their ideas and gave feedback.

Fourth, the Think-Pair-Share technique was able to increase students' motivation in learning speaking. The students were motivated to show their

improvement in speaking because the class situation was active and enjoyable. Besides, in order to increase the students' motivation, the researcher needed to do other actions in improving the students' motivation by providing special gifts to the active students. By giving the reward, the researcher was able to attract students' attention.

The last but not least, the implementation of Think-Pair-Share technique provided positive effect to the students' speaking skill. The students were able to speak fluently and confidently after they had been taught by using the Think-Pair-Share technique. In addition, the steps in conducting Think-Pair-Share technique facilitate the students to have chances to practice and encourage their motivation in to speak English. Therefore, the Think-Pair-Share technique required the students to be active both listener and speaker in every activities during the teaching and learning process.