



**THE EFFECT OF THINK PAIR SHARE STRATEGY
ON SPEAKING MASTERY AT THE ELEVENTH
GRADE STUDENTS OF MAS AN-NUR
PADANGSIDIMPUAN**

A THESIS

Submitted to the State for Islamic Studies (IAIN)
Padangsidimpuan as a Partial Fulfillment of Requirement for
the Degree of Educational (S. Pd) in English Program

Written by:

FITRI ANI SIREGAR
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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
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Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to Fitri Ani Siregar, entitled “**The Effect of Think Pair Share (TPS) Strategy on Speaking Mastery at the Eleventh Grade Students of MAS An-Nur Padangsidempuan**”. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

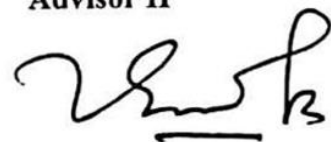
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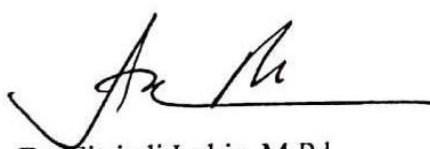

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**Thesis : The Effect of Think Pair Share (TPS) Strategy
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ABSTRACT

This study intended to investigate the effect of think pair share strategy on students' speaking mastery at the eleventh grade of MAS An-Nur Padangsidempuan. The problems faced by students in speaking were: 1) Students were lack of practices, participation and motivation when speaking English learning activity, 2) Students were afraid of making mistakes when speaking English.

The purposes of this study were to describe the students' ability in speaking English before learning by using think pair share strategy, to describe the students' ability in speaking English after learning by using think pair share strategy and to examine whether there was significant effect of think pair share strategy on students' speaking ability at the eleventh grade of MAS An-Nur Padangsidempuan.

This study used experimental method with pre-test and post-test design. The population was all of the students at the eleventh grade of MAS An-Nur Padangsidempuan. The samples were XI-1 grade as experimental class consisting of 10 students and XI-2 grade as control class consisting of 11 students. The data were collected through pre-test and post-test in speaking test and analyzed by using T-test formula.

The result of this study showed that the mean score of experimental class was higher than the mean score of control class after learning by using Think Pair Share strategy. The mean score of experimental class in pre-test was 55.2 and the mean score of control class in pre-test was 54.5. Moreover, the mean score of experimental class in post-test was 74.9 and the mean score of control class in post-test was 72. In addition, after doing T-test, this study found that $t_{count} > t_{table}$ ($3.620 > 2.093$). Therefore, alternative hypothesis (H_a) of this study was accepted and null hypothesis (H_0) was rejected. It can be concluded that there was effect of think pair share strategy on students' speaking ability at the eleventh grade of MAS An-Nur Padangsidempuan.

Key words: *Think Pair Share Strategy, Speaking Mastery*

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ABSTRAK

Penelitian ini fokus pada pengaruh dari metode think pair share terhadap kemampuan berbicara bahasa Inggris siswa di kelas 11 MAS An-Nur Padangsidempuan. Ada beberapa masalah yang dihadapi siswa dalam berbicara bahasa Inggris diantaranya: 1) Siswa kurang dalam mempraktikkan, berpartisipasi dan motivasi ketika pembelajaran berbicara bahasa Inggris sedang berlangsung, 2) Siswa takut membuat kesalahan dalam berbicara bahasa Inggris.

Penelitian ini bertujuan untuk menggambarkan kemampuan berbicara bahasa Inggris sebelum belajar menggunakan strategy think pair share, menggambarkan kemampuan berbicara bahasa Inggris sesudah belajar menggunakan strategy think pair share dan untuk menguji apakah ada pengaruh yang signifikan strategy think pair share terhadap kemampuan berbicara bahasa Inggris siswa kelas 11 MAS An-Nur Padangsidempuan.

Penelitian ini menggunakan metode kuantitatif eksperimen dengan desain pre-test dan post-test. Populasinya adalah keseluruhan murid kelas 11 MAS An-Nur Padangsidempuan. Sampelnya adalah kelas XI-1 sebagai kelas eksperimen yang terdiri dari 10 siswa dan XI-2 sebagai kelas control yang terdiri dari 11 siswa. Data dikumpulkan melalui pre-test dan post-test dalam bentuk soal speaking dan analisis menggunakan rumus T-test.

Hasil penelitian menunjukkan bahwa hasil rata-rata skor kelas eksperimen lebih tinggi daripada kelas control sesudah menggunakan strategy Think Pair Share. Rata-rata skor dari kelas eksperimen di pre-test adalah 55.2 dan skor rata-rata di kelas control di pre-test adalah 54.5 dan skor rata-rata kelas eksperimen di post-test adalah 74.9 dan skor rata-rata kelas control di post-test 72. Selain itu, setelah dilakukan uji-t ditemukan bahwa $t_{hitung} > t_{tabel}$ ($3.620 > 2.093$). Oleh karena itu, hipotesis alternatif (H_a) dari penelitian ini diterima dan hipotesis nol (H_0) ditolak. Dapat disimpulkan bahwa ada pengaruh dari strategy think pair share terhadap kemampuan berbicara bahasa Inggris siswa kelas 11 MAS An-Nur Padangsidempuan.

Kata kunci: *Strategy Think Pair Share, Kemampuan Berbicara*

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Padangsidimpuan, November 2021
Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is a form of communication that allows students to express their feelings, ideas, and arguments orally. It is the skill of students to make a social contact or interest to other people. According to Nunan, speaking is a process of communication to extend the meaning verbally.¹ This statement means that speaking is a person's skill to produce sounds and have the meaning and be understood by other people. Students must increase their knowledge and self-confidence when they try to communicate with foreigners that means the students can share any ideas.

In 2013 curriculum, students should be able to express meaning in a transactional conversation (to get things done) and interpersonal conversation (social) using a variety of short simple spoken language accurately, fluently, and acceptable to interact with the immediate environment that involves speech acts: (1) asking, giving information and denying the information (2) asking, giving and rejecting opinion. Djuwairiah mentioned that teachers lead students to being active in class during learning held in 2013 curriculum process.² During the learning process, students need to communicate with others in order to express their ideas.

¹David Nunan, *Practical English Language Teaching: Young Learners*, ed. Erik Gundersen (Americas, New York: McGraw-Hill ESL/ELT, 2005).

²Djuwairiah, *Understanding the 2013 Curriculum of English Teaching through the Teachers and Policymakers*, Perspectives, 2(4), 6-15.

The purposes of speaking in the curriculum of Senior High School is to make students able to express meaning in transactional and interpersonal languages in the daily life context. In addition, Richards stated that the mastery of speaking skills in English is priority formally in second language or foreign learners.³ The students of junior high school are expected to be able to express meaning of short functional text and monologues in many kinds of text such as descriptive, recount, and narrative formally and informally.

Various types of effort has been done by the government to improve the quality of education. School also make an effort to raise the students ability, the school has prepared equipment to support the students activities in study. The teacher has an important role in teaching learning process. Teacher gives their knowledge and share motivation to make students success in education.

In speaking mastery, many students at grade eleventh in MAS An-Nur Padangsidimpuan faced many problems in learning speaking, so that they are very difficult to understand all of the materials that the teacher explained. The problems found in MAS An-Nur Padangsidimpuan during pre-research. The teacher of eleventh grade of MAS An-Nur Padangsidimpuan said: The speaking inability of students come from several factors, those are: the lack of motivation, the lack of vocabulary and do not have self confidence and mental to speak English. In one class, about 25% of the students who were active and fluent in speaking, the teaching learning process was dominated by them. The other students just listened to the teacher's explanation, kept noting some

³ Jack C.Richards, *Teaching Listening and Speaking From Theory to Practice*. Cambridge: Cambridge University Press.

words, tried to speak, but having silence was the most activity done in the classroom. The students were not too serious and in joining the teaching and learning process. The students really unmotivated.⁴

All of the indications above have shown that the speaking ability is still low and far from the expectation of the 2013 curriculum. In real condition of teaching and learning speaking at An-Nur Boarding School, the students at eleventh grade Senior High School are not able to speak English well. It made students quite difficult in expressing ideas, opinion, and feeling related to the learning material given by the teacher.

To solve the problems above is finding the effective teaching strategies in order to help the students speaking skill. There are kinds of teaching speaking strategies such as Jigsaw, Group Investigation, Numbered Heads Together and Think Pair Share strategy. This reasearch only taken Think Pair Share strategy for discussing. Moreover Lyman said that “Think-Pair-Share strategy can solve the students’ problem in speaking skill”.⁵ In addition, Svinicki & Janes argue that “in Think-Pair-Share strategy, students feel freer to participate in general discussion of a problem”.⁶ Furthermore, Zaim & Radjab state that “in the implementation of Think-Pair-Share strategy the students can improve their speaking skill during the learning process”.⁷

⁴ Nur Asiah S.Pd.I, Private Interview with the English Teacher of An-Nur Boarding School Panyanggar, (Panyanggar: An-Nur Boarding School, October 26th 2020).

⁵ Lyman, *Think-Pair-Share: An Expanding Teaching Technique*: MAA-CIE Cooperative News, 1987. p.48.

⁶ Svinicki & Janes, “Makeachie's Teaching Tips: Strategies Research and Theory for Collage and University Teacher,” Boston: Changage Learning, 2011, p.194.

⁷ Zaim & Radjab, “*Improving Students' speaking skill By Using Think Pair Share Strategy at The Second Semester of Syariah Class a at Language Center of Uin Suka Riau*,” *Journal English Language Teaching*. 2(1).1-12.(2004), p.4. <https://www.scholar.google.co.id>.

Based on the explanation above, there are several kinds of teaching speaking strategies such as Jigsaw, Group Investigation, Numbered Heads Together and Think Pair Share (TPS). The researcher consider that the Think Pair Share Strategy is the right strategy in teaching speaking. So, the teaching and learning process will be more attractive and fun.

Think Pair Share was first proposed and introduced by Professor Frank Lyman with his team of educators in Maryland University of USA in 1981, and then developed by many scientists in recent years. The basic foundation of this teaching strategy is to make the students more active in the teaching and learning process by discussing with their classmates.

According to McTighe and Lyman, Think-Pair-Share is a multi-mode discussion cycle in which students listen to a question or presentation, have time to think individually, talk with each other in pairs, and finally share responses with the larger group⁸. As a conclusion, Think-Pair-Share is a cooperative learning strategy that can promote and support higher-level thinking by asking for students to think about a specific raised topic or question and then pair with another student to discuss their thinking, and after that share their ideas with the other pairs or the other groups or with the class.

Based on the explanation above, this research specifies teaching speaking by using *Think-Pair-Share* strategy. Thus researcher is interested in doing a research with the title “The Effect of Think Pair Share (TPS) Strategy

⁸ Lyman and McTighe, *In the Classroom : The Promise of Theory- Embedded Tools*, 1988.

on Speaking Mastery at The eleventh Grade Students of MAS An-Nur Padangsidempuan”.

B. Identification of the Problem

Speaking is a communication process in order to interact with other people. It means that speaking is one of the most important skills which must be learned by students in order to master English well. However, there are several factors in speaking that many students still faced difficulties in learning speaking skill and did not active in engaging in English conversation. They are lack of vocabulary, students found hard to get idea, and lack of motivation to practice speaking. As a result, the students were reluctant to speak in the classroom and the situation of teaching and learning seemed passive.

In teaching speaking, need a strategy that can develop students' speaking skill. There are some strategies that can make the students more active in the teaching and learning process such as Jigsaw, Group Investiation, Numbered Heads Together, and Think Pair Share strategy.

C. Limitation of the Problem

As know that the kinds of strategies can develop students' speaking. It is like Jigsaw, TPS (Think-Pair-Share), Group Investigation, Numbered Heads Together (NHT) and so on.

In this research didn't discuss all the strategies above, this research just focus on the Think Pair Share strategy (TPS). The researcher just compare between Think Pair Share strategy and Conventioal method. The reseacher wants to see whether Think Pair Share strategy is significant or not.

This research focused on using Think Pair Share Strategy (TPS) to teach speaking because this strategy can help the students in speaking by sharing and express their ideas in pairs and in a group confidently. It is a good way to increase students' speaking skill.

D. The Definition of the Operational Variables

To avoid misunderstanding, this research is consisted of two variables, the key term of this research are defined as follow:

1. Think Pair Share (TPS) Strategy (Variable X)

Think Pair Share (TPS) is cooperative learning strategy in which students work together to solve a problem or answer a question about an assigned students in speaking mastery. This technique requires students to think individually about a topic or answer to a question and share ideas with classmate. Discussing an answer with a partner serves to maximize participation, focus attention and improve students speaking skill.

2. Speaking Mastery (Variable Y)

Speaking is the process of building and sharing meaning though in verbal and symbol of varieties in context. Speaking consists of producing systematic verbal utterances to convey meaning. For many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorizations of dialogues.

E. Formulation of the Problems

Based on background and identification above, reseracher formulated the problem as follow:

1. How is the students' speaking mastery before using Think Pair Share Strategy (TPS) at the eleventh grade students of MAS An-Nur Padangsidimpuan?
2. How is the students' speaking mastery after using Think Pair Share Strategy (TPS) at the eleventh grade students of MAS An-Nur Padangsidimpuan?
3. Is there a significant effect of using Think Pair Share Strategy (TPS) to students' speaking mastery at the eleventh grade students of MAS An-Nur Padangsidimpuan?

F. Purposes of the Problems

From above formulation of the problem, the purposes of this research were:

1. To know the students' speaking mastery before using Think Pair Share Strategy (TPS) at the eleventh grade students of MAS An-Nur Padangsidimpuan.
2. To know the students' speaking mastery after using Think Pair Share Strategy (TPS) at the eleventh grade students of MAS An-Nur Padangsidimpuan.

3. To examine the significant effect of using Think Pair Share Strategy (TPS) to students' speaking mastery at the eleventh grade students of MAS An-Nur Padangsidempuan.

G. Significances of the Research

The significances of the research can be directed to:

1. Headmaster

This study as the information and knowledge about the effect of Think Pair Share strategy on speaking students' mastery.

2. Teachers

This study as the information to know the Think Pair Share strategy in order to make teaching and learning activities better and more effective in teaching speaking English.

3. Researcher

It is useful for who wants to do research the same problem as information about the topic or as reference for researcher in the next time.

H. Outline of Thesis

The systematic of this research will divide into five chapters, each chapter consist of many sub chapters with detail as follow;

In chapter one, it consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purposes of the problem, significances of the research and systematic outline of the thesis.

Next, in chapter two, it consists of the theoretical description of speaking and Think Pair Share Strategy. Then, teaching conventional, teaching speaking by using Think Pair Share Strategy, review of related findings and conceptual framework.

Futhermore, in chapter three, consists of the research methodology, place and time of the research, research design, population and sample, defenition of operational variabel, the instrument of research, technique of collecting data and technique of data analysis.

In chapter four is result of the research or research finding which consist of teaching speaking mastery in pre test, teaching speaking mastery in post test, the hypothesis testing, discussion, and the treats of the research, this chapter talking about the result of the research.

Finally, chapter five contains conclusion, and suggestion.

CHAPTER II LITERATURE REVIEW

A. Theoretical Description

1. Think Pair Share Strategy on Speaking Mastery

a. Speaking Mastery

1) Definition of Speaking

Speaking is the process of building and sharing meaning through verbal and symbolic varieties in context. Speaking consists of producing systematic verbal utterances to convey meaning. For many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorizations of dialogues.

David Nunan stated speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning.⁹ According to Kathleen speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information”. It is “often spontaneous, open-ended, and evolving”, but it is not completely unpredictable. Speaking is such as a fundamental human behaviour that we don’t stop to

⁹ David Nunan, *Practical English Language Teaching* (Singapore: Mc Graw Hill, 2003), p.48

analyse it unless there is something noticeable about it.¹⁰ So, speaking is a process that producing and receiving meaning.

Michael said, “speaking is a productive skill that can be directly and empirically observed, those observations are invariably collared by the accuracy and effectiveness of a test-takers’ listening skill, which necessarily compromises the reliability and validity of an oral production test.¹¹ It needs the ability to assist in the management of speaking turns and non verbal language.

Based on the three explanations above, it can be concluded that speaking an interaction process between speaker and listener through ordinary face to face to express their feeling, expression, information, idea and sense so that they understand each other about what they have talked.

2) Purpose of Speaking

Speaking has general purpose and specific purpose. In general, the purpose of speaking as follows :

a) To inform

This is about helping audience members acquire information that they do not already process.

¹⁰ Kathleen M.Bailey, Practical English Language Teaching 1st Edition (New York: The Mc.Graw-Hill Company), p.52.

¹¹ J. Michael, Authentic Assessment for English Language Learners (USA: Addison-Wesley Publishing Company, 1996), p.140.

b) To persuade

When we speak to persuade, we attempt to get listener to embrace a point of view or to adopt a behaviour that they would not have done otherwise.

c) To entertain

Whereas informative and persuasive speech making is focused on the end result of the speech process entertainment speaking is focused on the theme and occasion of the speech.¹²

So, from the explanation above there are three purposes of speaking in general such as to inform, to persuade and to entertain. Specifically, according to curriculum the purpose of speaking in Senior High School is divided as follows:

- a) Applying social function, text structures and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to suggestion and offers, according to the context of their use.
- b) Compose transactional interaction texts, spoken and written, short and simple, which involves the act of providing information related to suggestion and offers by paying attention to social function, text structures, and linguistic elements that are correct and in context.¹³

Based on explanations above, this defines that there are some purposes of speaking and all of the purpose is to get

¹² Jeffrey Beall, General Purposes of Speaking accessed on <http://open.lib.umn.edu>

¹³ Mahrukh Bashir, *Bahasa Inggris* (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud, 2017), hlm.1

information from the speaker. This helps to ease the transactional process of communicating to be done by keeping good social relation with others. In other words, we can say that speakers do one thing by doing another.

3) Principles of Speaking

There are some principles in speaking that speaker must applied in teaching speaking. Nunan stated there are five principles that teacher aware in teaching speaking, they are:

- 1) Be aware of the differences between second language and foreign language learning context.
- 2) Give students practices with both fluency and accuracy.
- 3) Provide opportunities for students to talk by using group work and limiting teacher talk.
- 4) Plan speaking task that involve negotiation for meaning.
- 5) Design classroom activities involve guidance and practice in both transactional and interactional speaking.¹⁴

In addition, there are principles of speaking:

- a) Perception: stop trying to be a great speaker
People want to listen to someone who is interesting, relaxed, and comfortable. In the daily conversations we have spoken every day, we have no problem being ourselves.
- b) Perfection: when you make a mistake, no one cares but you. Even the speaker will make a mistake at some point. But just keep in your mind that your mistake is notice for you.
- c) Visualization: if you can see it, you can speak it.
Winner in all aspect of life have this in common: they practice visualization to achieve their goals.
- d) Discipline: practice make perfectly good.
Your goal is not to be a perfect speaker. There is no such thing. Your goal is to be an effective speaker. Like anything else in life, it takes practice over and over.

¹⁴ David Nunan, Practical English Language Teaching, (Singapore: McGraw-Hill,2003), p.54-56

- e) Description: make it personal.

Whatever the topic, audiences respond best when speakers personalize their communication. Take every opportunity to put a face on the facts of your presentation.

- f) Anticipation: always leave'em wanting more.

Always make your presentation just a little wrong and anticipated.¹⁵

From the explanation above there are principles in teaching speaking. So, the teacher can follow the principles to make students more active in teaching learning process. Teacher also can make teaching learning process more interest.

4) The Component on Speaking

According to Vanderkevent there are three components in speaking:

- a) The Speakers

Speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling won't be stated.

- b) The Listeners

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

- c) The Utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.¹⁶

According to Harris there are five components of speaking skill concerned with comprehension, grammar,

¹⁵ Richard Zeoli, Seven Principles of Effectives Public Speaking, Accessed on <http://www.ammanet.org/training/articles/Seven-Principles-of-Effective-Public-Speaking.aspx>

¹⁶ Vanderkevent. *Teaching Speaking and Component of Speaking*. New York: Cambridge University Press.1990.

vocabulary, pronunciation, fluency.¹⁷

a) Comprehension

Hornby stated that: “comprehension is the mind’s act or power of understanding”.¹⁸ So, it can be concluded that comprehension is the ability to speak and listen with understanding.

b) Grammar

According to Ba’dulu “grammar is a structure of language form or a verb phrase used to express a time relationship”.¹⁹ So, It is needed for students to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c) Vocabulary

According to Arthur Hughes, vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.).²⁰

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient

¹⁷ David Haris. *Testing English as a Second Language*. New York: Mc.Graw. Hill Book Company.1974.

¹⁸ A. S Hornby, *Oxford Learner’s Pocket Dictionary* (New York: Oxford University Press, 2008),p.234

¹⁹ Abdul Muis Ba’dulu, *Basic Sentence Pattern of English*. (Ujung Padang: Penerbit IKIP Ujung Pandang.1997), p.7

²⁰ Arthur Hughes, *Testing For Languange Teacher*, (USA: Cambridge University Press,2000), p.112

vocabulary, one cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

d) Pronunciation

The second or foreign language learners are also demanded to speak English naturally like native speaker. According to Hinkel, a second language learner needs to master the individual characteristics of the sound of a new language. Furthermore, it will be good for the students to be able to speak naturally like the native speaker itself.²¹

From the explanation above, pronunciation is as important as any aspects of foreign language learning. Correct pronunciation is very necessary to develop speaking skill.

e) Fluency

According to Jack, fluency describes a level of proficiency in communication, which includes:

- (1) The ability to produce written and/or spoken language with ease.
- (2) The ability to speak with a good but not necessarily perfect command of intonation, vocabulary and grammar.

²¹ Hinkel, *Handbook of Research in Second Language Teaching and Learning*. (London: Seattle University, 2005), p.491.

- (3) The ability to communicate ideas effectively.
- (4) The ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication.²²

From definitions above, fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners.

Based on explanations above, speaking has five components, they are pronunciation, grammar, vocabulary, fluency, and comprehension. In speaking, speaker needs those components. If speaker does not use those five components, the listener can not understand what someone are talking about.

5) Difficulties in Speaking English

English Speaking is also not easy for students, because they must study hard if they want fluency and good comprehension to speak therefore they must learn more about vocabulary, pronunciation.

Regarding this, Brown stated that the shyness and

²² Jack C. Richard, Richard Schmidt, *Dictionary of Language Teaching & Applied Linguistic*. (New York: Longman, 2002), p.204

anxiety are considered as the main causes of the students' difficult to speak.²³ Some students have speaking problem. It is difficult to verbally express what they want to explain to other people.

1. Anxiety

According to Spielberger, the first students' problem in English speaking are anxiety.²⁴ Generally, anxiety refers to a transitory emotional state or condition characterized by feeling of tension and apprehension and heightened autonomic nervous system activity.

2. Shyness

The second students' problem in English speaking are shyness. According to Baldwin stated that speaking in front of people is one of the more common phobias that students encounter and feelings of shyness makes their mind go blank or that they will forget what to say.²⁵

So from explanation above, shyness is an emotional thing that many students suffer from at some time when they are required to speak English in the class.

Learning English as a second or foreign language

²³ Brown, *Teaching by Principles of language Learning and Teaching* (Longman: San Francisco State University, 2001)

²⁴ Spielberger, *Anxiety: Current trends in theory and research*: (American: Academic Press, 1972)

²⁵ Baldwin, *How to Overcome Shyness During an Oral Presentation*. Journal, vol.11 No.10, <http://www.ehow.com/how-overcome-shyness-during-oral-presentation.html>.

makes students get some difficulties. Penny Ur said that the four type problem speaking activities they are:

a) Inhibition

In learning English is the lack of desire for these students to read about and listen to, write language, so when students“ speak in class nervous and see the audience lack confidence.

b) Nothing to say

The problems facing students“ is when they speak in front of their class many. Because not many students“ know the vocabulary and the grammar so they should be able to motivate themselves to have to speak to train their abilities.

c) Low or uneven Participation.

Participation of low or uneven. Only one participant at a time can talk if he is to be heard: and in large groups, this means that everyone will have only very little speaking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d) Mother - Tongue use.

The phenomenon of students we see today a number of students are accustomed to using mother tongue, they tend to use his mother tongue because it is indeed familiar since they were small, so it's easier to talk to their fellow. They feel less to speak a foreign language so that lack of motivation. They are so accustomed to using Foreign Languages.²⁶

From the definition above, it can be concluded that difficulties in speaking are students difficulty in fluency when speaking English, and lack of vocabulary in speaking English. They are less confident when speaking English and often use mother tongue every day.

6) Testing Speaking

²⁶ Penny Ur, *A Course In Language Teaching*, Cambridge: Cambridge University Press. (1996). p 121.

According to Brown, there are some aspects supposed to measure in test of speaking, they are: grammar, vocabulary, comprehension, pronunciation and fluency. As seen in appendixes 1.

7) The Materials of Speaking English

Nowdays, most of school in Indonesia include elementary school, junior high school, and senior high school have changed their curriculum of education from KTSP into 2013 curriculum or named k'13. Means that, in k'13 curriculum students more active than teacher. In 2013 curriculum, ethics, logic and aesthetics are combine to become a whole unit.

There are three ways of communication applied in implementation of 2013 curriculum, they are: student – teacher, teacher – students, and student – student. Here, students should be able to observe, asking question, think out, experiment and communicate by doing discussion with their group. In other words, by doing discussion students have to speak and communicate each other. So that, to study the materials of English language in senior high school especially at the eleventh grade students of MAS An-Nur Padangsidempuan on text book are :

The students text book entitled “. They are Chapter 1 with topic Offers & Suggestions, chapter 2 with topic Opinions & Thoughts, chapter 3 with topic Party Time, chapter 4 with topic National Disaster-An Exposition, chapter 5 with topic Letter Writing, chapter 6 with topic Cause & Effect, chapter 7 with topic Meaning Through Music, chapter 8 with topic Explain This!.

From those materials, the researcher did not talk about all topics. The researcher only focus on chapter one in the first semester with the topic Offers & Suggestion. This topic talk about giving offering and suggesting to other person. Based on syllabus in k13 from students’ textbook at grade XI PERMENDIKBUD version suggest means to give a suggestion that is to introduce or porpose an idea or a plan for someone’s consideration and offer means to give something physical or abstract to someone, which can be taken as a gift or a trade. The material of Offers & Suggestions are:²⁷

a) Responding to Offers

Table. 1
The Material of Offers

Making Offers	Accepting Offers	Declining Offers
Can I help you?	Yes, please. I really appreciate it.	It’s okay, I can do it myself.
Shall I bring you some tea?	Thank you, it is very kind of you.	No, thank you.
Would you like another helping	Yes, please. That would be lovely.	No, thanks. I don’t want

²⁷ Mahrukh Bashir, *Bahasa Inggris*, 2017.

of cake?		another helping.
How about I help you with this?	Yes, please, that would be very kind of you.	Don't worry, I will do it myself.
Can I take you home?	Thank you, I appreciate your help.	That's alright, I will manage on my own.

b) Responding to Suggestions

Table. 2
The Material of Suggestion

Making Suggestions	Accepting Suggestions	Declining Suggestions
Let's go to movies.	Yes, let's go.	No, thank you. I do not feel like going.
Why don't you do your homework before going out?	Ok, I will.	Sorry, I think I will go out first and then do my homework.
How about going to Sam's place first and then to the supermarket?	Yes, let's go. It is a good idea.	No, let's just go to the supermarket.
I think you should go and meet her.	Ok, if you say so.	Sorry, I can't. I have previous engagement.

(Source:Mahrukh Bashir,*Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud*)

b. Think Pair Share (TPS)

1) Defenition of Think Pair Share (TPS)

Think Pair Share (TPS) is cooperative learning strategy in which students work together to solve a problem or answer a question about an assigned students in speaking mastery. This technique requires students to think individually about a topic or answer to a question and share ideas with

classmate. Discussing an answer with a partner serves to maximize participation, focus attention and improve students speaking skill.

Think Pair Share (TPS) is a cooperative learning strategy that was first proposed by Frank Lyman in 1981. Lyman said that “think-pair-share technique can solve the students’ problem in speaking skill”.²⁸ In addition, Svinicki & Janes said that in Think-Pair-Share technique, students feel freer to participate in general discussion of a problem.²⁹ Furthermore, Zaim & Radjab state that, in the implementation of “Think-Pair-Share technique the students can improve their speaking skill during the learning process”.³⁰

Based on the three explanations above, Think-Pair-Share (TPS) strategy can be used in the teaching speaking. The students are expected to become more actively involved in thinking and discussion about the concepts or problems that presented by the teacher in the lesson and it helps students feel more comfortable.

According to Kagan, Think-Pair-Share (TPS) is a cooperative learning strategy that can promote and support

²⁸ Lyman, *Think-Pair-Share: An Expanding Teaching Technique*: MAA-CIE Cooperative News, 1987. p.48.

²⁹ Svinicki & Janes, “Makeachie's Teaching Tips: Strategies Research and Theory for College and University Teacher,” Boston: Changage Learning, 2011. p.194.

³⁰ Zaim & Radjab, “*Improving Students' speaking skill By Using Think Pair Share Strategy at The Second Semester of Syariah Class a at Language Center of Uin Suka Riau*,” *Journal English Language Teaching*. 2(1).1-12.(2004), p.4. <https://www.scholar.google.co.id>.

higher level thinking. The teacher asks students to think about a specific topic, pair with another student to discuss their thinking and share their ideas with the group.³¹ Think Pair Share (TPS) is a cooperative learning structure that is very useful, the point is when the teacher present a lesson, ask students to think the question teacher, and pair with partner discussion to reach consensus on the question. Finally, the teacher asks students to share the discussion.

Think-Pair-Share provides students with the opportunity to carefully think and talk about what they've learned. The strategy requires a minimal effort on the part of the teacher yet encourages a great deal of participation from students, even reluctant students.

From the definitions above, it can be concluded that Think-Pair-Share refers to one of the cooperative learning strategy that sets students to work in pairs. Students have to think about a topic and share their idea with pairs. Therefore, they have opportunities to convey their idea and share the idea in whole class or in a group.

2) Purpose of Think Pair Share (TPS)

Think Pair Share strategy keeps all the students involved in class discussion and provide an opportunity for

³¹ S. Kagan, *Cooperative Learning* (San Clemente, CA: Kagan Publication, 1994), p.34-35.

every student to share the answer to every question. Frank Lyman stated that “The purposes this strategy in order to solve or at least to minimize students’ problems”.³² Furthermore, according to Lie, there are some purpose of working in pairs. First, it increase the students’ participation. Second, the students will have more opportunities to give their contribution. Last, it does not waste time to build aterm.³³

Based on the explanation above, the purposes of Think Pair Share (TPS) strategy is to accustom students practice in speaking by their ideas. Think Pair Share strategy can guide the students to their prior knowledge background and make the students active in participating classroom discussion.

3) Steps of Think Pair Share (TPS)

According to Arends, there were three steps in teaching by using Think Pair Share (TPS) as follows:

Step 1 Thinking: The teacher poses a question or an issue associated with the lesson asks students to spend a minute thinking alone about the answer or the issue. Students need to be taught that talking is not part of thinking time.

Step 2 Pairing: Next, the teacher asks students to pair and discuss what they have been thinking. Interaction during this period can be sharing answers if a question has been posed or sharing if a specific issue was

³² Lyman, *The responsive classroom discussion: the inclusion of all students*. In A. Macpherson, A. 2007. *Cooperative Learning Group Activities for Collage Courses- A Guide for Instructor*. Survey: Kwantlen Univesity Collage, 1981.

³³ Lie, *Cooperative learning: Mempraktikkan cooperative learning di Ruang-Ruang Kelas*. Jakarta: PT Grasindo. 2008.

identified. Usually, teacher allow no more than four or five minutes for pairing.

Steps 3 Sharing: In the final step, 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 continue until about fourth or a half of the pairs have had a chance to report.³⁴

So, there are three steps in Think Pair Share (TPS).

The first steps is THINK, the students work independently to think about a question or issue, the second steps is PAIR, they pair with one of their peer to share their ideas to each other and the last step is SHARE, the students in each pair work together to share their ideas to the whole class.

4) Advantages and Disadvantages of Think Pair Share (TPS)

There are many advantages of Think-Pair-Share model. Kagan in journal of Dino Sugiarto and Puji Sumarsono mentions some advantages of Think-Pair-Share technique, they are:

- a) When students have appropriate "think time," the quality of their responses improves.
- b) Students are actively engaged in thinking.
3. Thinking becomes more focused when it is discussed with a partner.
4. More critical thinking is retained after a lesson in which students have had an opportunity to discuss and reflect on the topic.
5. Many students find it easier or safer to have a discussion with another classmate, rather than with a large group.
6. No specific materials are needed for this strategy, so it can be easily incorporated into lessons.

³⁴Arends, R.I. *Learning to Teach: 9thEdition, e-book*, (New York: The McGraw Hill Companies, 2009) p. 370-371.

7. Building on the ideas of others is an important skill for students to learn.³⁵

Based on statement above it can be concluded that Think-Pair-Share technique has advantages such as; It can help the students to improve their communicative skill by discussing with their classmates. Moreover, they can share their knowledge each other, students are actively engaged in thinking, thinking becomes more focused when it is discussed with a partner and it makes their affective aspect improve rapidly.

There are some disadvantages of a Think Pair Share (TPS) Strategy in the learning process. They are :

- a) The class can be noisy because it's a group discussion.
- b) Time consuming. This strategy may be time consuming if the class is big and the teacher cannot create an amusing classroom atmosphere.
- c) There is no equal participation, although each students within the group has an equal opportunity to share. It is possible that one students may try to dominate.³⁶

So, the researchers conclude that disadvantages of a Think Pair Share (TPS) Strategy is time consuming, hard to assist all trainers during the discussion since have so many groups, can be very noisy, and puts time pressure on some.

³⁵ Dino Sugiarto & Puji Sumarsono, *The Implementation of Think-Pair-Share Model to Improve Students' Ability in Reading Narrative Texts*, ISSN: 2278-4012, Volume:3, Issue:3, July 2014, accessed from http://ijee.org/yahoo_site_admin/assets/docs/

³⁶ Arends, Richard I, *Learning to Teach*, (New York: Mc. Grow Hill Companies, 2009), p. 69

B. Teaching Speaking by using Think Pair Share Strategy

To teach speaking with offers and suggestions sub topic lesson above, there are three phases in teaching: pre teaching, while teaching and post teaching.

1. Pre teaching
 - a) Teacher come into the class and greeting
 - b) Teacher asked the students to pray
 - c) Teacher checked students' attendant
 - d) Teacher asked the students about the last material
 - e) Teacher asked students' readiness to study the new material.
2. While teaching
 - a) Teacher explain first about offering and suggestion by giving example of expressions suggesting and offering in a conversation.
 - b) Teacher gives a problem and asks the students to offer and suggest a solution to the problem given by teacher.
 - c) Teacher give time to think individually about the suggestions and offers to solve te problem. (Think Stage).
 - d) Teacher asks students into the pairs and discuss the best suggestions and offers with the pairs. (Pair Stage)
 - e) And then sharing the outcome of discussion by acting in out in front of the teacher and classmate. (Share Stage)
3. Post teaching
 - a) Teacher asks the students difficulties about the material

- b) Teacher answer students question
- c) To make students more understand about offers and suggestion, teacher ask students to make a dialogue about giving offers and suggestion and students practice with answering question in whole the class by using Think Pair Share strategy.

From the procedure of the Think Pair Share strategy, it can be concluded that think pair share can be applied such as table below:

Table. 3
Teaching Speaking by Using Think Pair Share (TPS) Strategy

Process of Teaching	Teacher Activities	Procedure	Students Activities
Pre-Teaching	1. Teacher opens the class		1. Students listen to the teacher
	2. Teacher chooses the material		2. Students open the text book.
	3. Teacher explains how the strategy works		3. Students listen to the teacher
While-Teaching	1. Teacher explain first about suggestions & offers and give some examples of responding to suggestions & offers. After that, teacher poses a question or an issue associated with the lesson	1. Thinking	1. Students pay attention to the teacher
	1. Teacher asks students to spend a minute thinking alone about the		2. Students answer the questions 3. Students think

	answer or the issue		independently about the issue that has been posed and students need to be taught that talking is not part of thinking time
	1. Teacher asks students to pair	2. Pairing	1. Students find their partner
	1. Teacher asks students to discuss with their partner		2. Students listen to the teacher 3. Students discuss what they have been thinking with their partner 4. Students can be sharing answers or ideas with their partner
	1. Teacher asks the pair to share what they have been talking about with the other to the whole class	3. Sharing	1. Students listen to the teacher 2. And then students can share their best ideas to the whole of the class
Post-Teaching	1. Teacher gives test to the students		1. Students answer the test
	1. Teacher asks students to summary what they have learned		1. Students listen to the teacher 2. Students make summary to teacher.

C. Teaching Conventional

1. Definition of Teaching Conventional

Teaching Conventional is a traditional method used by the teachers based on mutual agreement in a school. According to Hudson that “conventional method is a method that used by the teachers based on mutual agreement in a school.”³⁷ The traditional or conventional teaching techniques are teacher-centered and include the use of lectures and discussions while the problem solving element is presented by and/or discussed with the instructor; the syllabus, the teaching materials and the students assessments are determined by the tutor and transmitted to students in various lectures.

2. The Steps of Teaching Conventional

The technique used in teaching speaking at An-Nur Boarding School is teacher method. There are some steps of teacher method at An-Nur Boarding School:

1. Explain the subject matter
2. Identify the difficult word
3. Ordering the students translate in target language
4. Ordering the students to memorize

From explanation above, the researcher define that conventional method in An-Nur Boarding School is the way the

³⁷ Hudson. .(Outline).(http://www.conventional-strategy/topic/54372-strategy), retrieved on 11September 2021

teacher in teaching a material based on the agreement of the teacher at the school.

3. The Principle of Teaching Conventional

There are some principles of teaching conventional that to be approach, it can be applied in teaching process.

- a. There is not theory that formulated to discuss the learning activity in traditional education system.
- b. Motivation is based of punishment, reward of prize and rivalry.
- c. Study with memorizing and save the information without inscription.
- d. The behavioural psychology has the clear significant.
- e. The cognitive psychology does not give the significant.
- f. In general, the learning process in traditional education system is not generated by the certain theory.³⁸

From explanation above, the researcher define that conventional method is the way that is used by the teachers in teaching a material based on the agreement of the teacher at school.

D. Review of Related Finding

There are some related findings related to this research. The first is Rika Amila Desta. Based on the related findings of thesis by Rika Amila Desta, The writer used t-score in testing the hypothesis. After getting the score of calculating the t-score formula, the writer referred to the critical score on tscore measurement table to find out whether the hypothesis is accepted or rejected. Based on the calculation above, the result of t-test was 3.66 and t-table was 1.68. It can be concluded that t-test was higher than t-table ($3.66 > 1.68$). It means that the alternative hypothesis (H_a) was

³⁸ Adnan, *Pendidikan Tradisional*, Accessed on (<https://www.scribd.com/doc/45067367/Pendidikan-Tradisional#scribd>).

accepted and the null hypothesis (H₀) was rejected. So, Think Pair Share technique improved the students' speaking skill.³⁹ So, it was same with the result of this thesis that implication of Think Pair Share (TPS) strategy was suitable to teach students' speaking mastery.

Next, the second is Endang Kusri. The conclusion of this research based on the research findings, can be said that the use of Think Pair Share in teaching speaking is more effective than presentation. It can be proved by the result of t -test is 7,564 and t -table at d.f= 42 at level of significant t 0.05 is,4,10 so, score t -test is higher than t -table (7,567>4,10).⁴⁰ So, it was same with the result of this thesis that implication of Think Pair Share (TPS) strategy was suitable to teach speaking mastery.

Then, the third is Feni Cahyani, this research shows that think pair share technique successfully improve the students' speaking ability. The application of t -test in this research was in order to know if there is the difference between the pretest and posttest mean. The result of the t -score was 3.50 is higher than critical score at the standard of significant $\alpha= 0.05$ $t_{(0.05) (48)}$ that is 1.68. The result proved that the alternative hypothesis of this research was accepted and the null hypothesis was rejected. Based on the research result above, the mean score of posttest of experimental group

³⁹Rika Amila Desta, "Think Pair Share Technique in Speaking Skill," Read in English and Education (READ), 2(1), 37-46, February 2017 p44.
<https://jim.unsyiah.ac.id/READ/view/2597>.

⁴⁰Endang Kusri, "Teaching Speaking for Senior High School Students by Using Cooperative Learning Think Pair Share," Vol. XVIII, no. 3, Juni 2012 p. 7.
<https://scholar.google.com/>

was higher than the pretest score which is ($64.65 > 39.26$), there was a significant difference in the students' score before they got some treatments and after they got some treatments. Meanwhile, in the control group, there is no significant difference of students pretest and posttest score. The mean score of posttest of control group was (53.55) and the mean of pretest was (42.8). It showed that there is no significant improvement between pretest and posttest score in the control group.⁴¹

From the previous study, the researcher would like to analyze about "The Effect of Think Pair Share (TPS) Strategy on Speaking Mastery at The Eleventh Grade Students of MAS An-Nur Padangsidempuan".

E. Conceptual Framework

In speaking, there is process of communication between speaker and listener, speaking is a process in which speaker express his idea, thought, opinions, perceptions. It is necessary to find a way in teaching speaking in order to improve students "speaking skill and purposed to get communication well. Having good fluently in speaking make students" and teacher work together in the class. So, the purpose of teaching English can be reached.

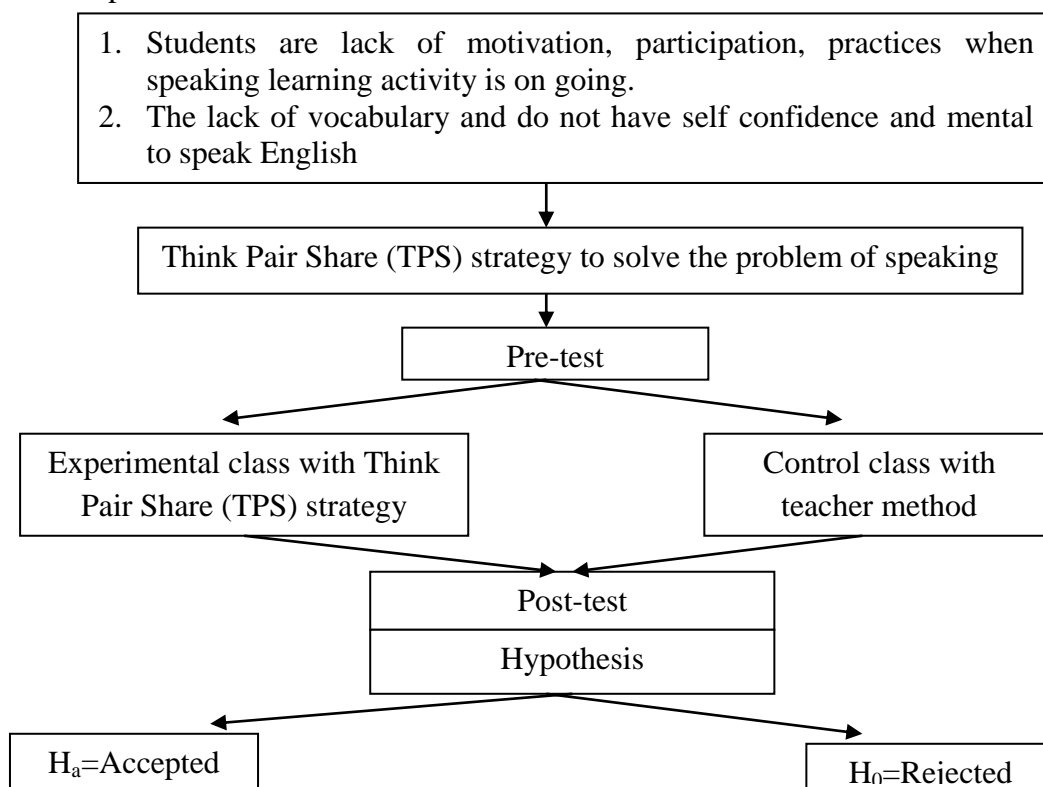
Based on students problem or students difficulties in mastering speaking, it must be solve by doing new method in teaching namely Think Pair Share (TPS) strategy. To know the effect of this strategy, the

⁴¹ Feni Cahyani, "The Use of Think Pair Share Technique to Improve Students' Speaking Performance," *Research in English and Education (READ)*, 3(1), 76-90, February 2018. p. 90. <http://jim.unsyiah.ac.id/READ/view/9237>

researcher must research two classes. The class named control class and experiment class. Control class is a class that teach by using teacher method and experiment class is a class that teach by using Think Pair Share (TPS) strategy. Then, the researcher will give test before doing method named pretest for each class. After that, researcher teach personal invitation sub topic by using teacher method in control class and using Think Pair Share (TPS) strategy in experimental class. To know the effect of Think Pair Share (TPS) strategy, the researcher give back test called post test.

This test is to whether the hypothesis is accepted or rejected.

The process of researcher activities in doing research can be seen as picture follow:



Picture 1: The picture about the process Think Pair Share strategy.

F. Hypothesis

The hypothesis is need to show the researcher thinking and expectation about result to the study. In this research hypothesis was “There is the significant effect of Think Pair Share (TPS) strategy on students speaking mastery at the Eleventh Grade students of MAS An-Nur Padangsidempuan”.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time Research

The location of this research was An-Nur Boarding School Padangsidempuan. It is located in Sutan Parlaungan Harahap Street, North Padangsimpuan district, North Sumatera Province. This research start in November 2020 until October 2021 .

B. Research Design

The kind of this research was quantitative research with experimental method. This research used two classes, as an experimental class and a control class. The experimental class was the class that taught with Think Pair Share (TPS) strategy as a treatment and control class is the class that taught with a conventional technique.

This research used true experimental design with Pretest-Posttest Control Group Design. The Pretest-Posttest Control Group design involves two groups of subject, one is given experimental treatment (experimental group) and the other is not given a treatment (control group). From this design, the effect of treatment on the dependent variable would be tested by comparing the state of the dependent variable in the experimental group after being treated with a control group that is not treated. The research design for pretest-posttest control group design by using one treatment can be seen below:

Table 4
Pretest-Posttest Control Group Design

A	O_1	X	O_2
B	O_1	-	O_2

Where:

A: Symbol for experimental class

B: Symbol for control class

X: Symbol for treatment⁴²

In this model, both of classes were given pre-test (O_1). Then, experimental group was given a treatment (X) and control class was not given a treatment. After giving a treatment, both of classes were given post-test (O_2).

C. Population and Sample

1. Population

Population was consisted object or collecting elements was be research. Population of this research was grade XI students at An-Nur Boarding School Padangsidimpuan. The population of the research consisted of 2 classes with 21 student. The teacher of MAS An-Nur Padangsidimpuan said that the students were not grouped by IQ or level of intelligence means there was no placement test for students. So that it can be concluded that the students were randomly assigned. The population can be seen from the table below:

⁴²John W. Creswell, *Research Design*, Third Edition (America, 2009).

Table. 5
The Population of the XI Grade Students

No	Class	Students
1	XI-1	10
2	XI-2	11
Total Population		21

Source: School Data Administration of MAS An-Nur Padangsidempuan

2. Sample

The sample of this research was grade XI students of MA An-Nur Padangsidempuan. The researcher selected the sample by non-probability sampling technique. Non-probability sampling technique is a sampling that does not provide opportunities for each element or member population to be selected for sample. And researcher will use total sampling technique. The total sampling is a sampling technique when all members of the population are used as a sample. This sample is used if the population is relatively small, that is not more than 30 people, the total sampling is also called a census, in which all members population is used as a sample.

Therefore, the researcher used two classes. The students of XI 1 that consist of 10 students were namely experimental class and the students of XI 2 that consist of 11students were namely control class. Total sample of this research were 21 students.

Table. 6
The Sample of the research

No	Class	Number
1	Experimental Class XI 1	10
2	Control Class XI 2	11
	Total	21

D. Instrument of Collecting Data

The instrument that had been used in this research was speaking test. There are some testing speaking, like: verbal essay, oral presentation, interview, interaction tasks, conversation, discussion, reading aloud and so on. To make this research more effectively, so the researcher chose oral presentation as the test instrument in this research, because it is suitable with conversation practice technique. Test is a method of measuring a person's ability, knowledge, or performance in a given domain.

A test is a first method; it is an instrument a set of techniques, procedures, or items that requires performance on the part of the test taker. Second, a test must measure. Some tests measure general ability while others focus on very specific competencies or objectives. Finally a test measures a given domain.

To know students' speaking skill increased, there are some criteria that must be considered. There are five elements should be measured in speaking test, namely, pronunciation, grammar, vocabulary,

fluency and comprehension. Those all indicators of speaking are correct, but the researcher limited the indicators in scoring the test only on students need based on the purpose and definition of speaking itself in junior high school. Based on teacher's book in PERMENDIKBUD k13 version, the indicators of speaking test can be seen in the table below:

Table. 7
Indicators of Speaking

No.	Aspects	Criteria	Score
1.	Pronunciation	Almost perfect	5
		There are some mistakes but do not interfere the meaning	4
		There are some mistakes and interfere the meaning	3
		Many mistakes and interfere the meaning	2
		Too much mistakes and interfere the meaning	1
2.	Intonation	Almost Perfect	5
		There are some mistakes but do not interfere the meaning	4
		There are some mistakes but do not interfere the meaning	3
		Many mistakes and interfere the meaning	2
		Too much mistakes and interfere the meaning	1
3.	Fluency	Very Good	5
		Good	4
		Enough	3
		Not so bad	2
		Bad	1
4.	Accuracy	Very Good	5
		Good	4
		Enough	3
		Not too bad	2
		Bad	1

The score's criteria:

Every point of indicator x5

e.g: If the students got fluency very good means, the score is 5 and times by (5x5)

Table. 8
Criteria of value

No.	Number of Score	Predicate
1.	80- above	Very good
2.	66-79	Good
3.	56-65	Enough
4.	41-55	Less
5.	40-down	Failed

(Adapted by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud)

E. Technique of Collecting Data

In completing the data, the researcher continued to the next step. The next step was collecting the data. The function of data collecting was to determine the result of the research in collecting, the researcher used some steps. They were pre-test, treatment, and post-test.

1. Pre-test

The pre-test was conducted to find out the homogeneity of the sample. The function of the pre-test was to find the mean score of Think Pair Share (TPS) strategy and teacher's method in teaching before the researcher gave the treatment. In this case, the writer hoped that the whole students' speaking ability was same or if there is a difference, hopefully it is not significant.

2. Treatment

The experimental class and the control class give same material, which is consist of communication aspect that taught by the teacher in different ways. The experimental class give treatment, it was taught by using Think Pair Share (TPS) strategy and control class taught by conventional strategy.

2. Post-test

After giving the treatment, both of the classes again gave the final test in order to measure their speaking achievement. This test is used for investigating the difference of speaking achievement between the experimental class and control class.

F. Technique of Data Analysis

The technique of data collection in this research is test technique. The test technique used to look the students' speaking mastery on the class XI (experimental and control class) at An-Nur Boarding School Padangsidempuan.

Telling about the test, test is a set of statement that is used to measure the skill, intelligence, ability, or talent that have by the individual or the group.

After experimental process, two of classes would test with using technique of data analysis as follow:

1) Requirement Test

a. Normality test

In normality test, the data can be tested with Chi-Quadrate as follow:⁴³

$$X^2 = \sum \frac{f_o - f_n}{f_h}$$

Where:

X^2 = Chi-Quadrate

F_o = Frequency is gotten from the sample or result of observation (questioner)

F_h = Frequency is gotten from the sample as image from frequency is hoped from the population.

To calculate the result of Chi-Quadrate, it is used significant level 5% (0.05) and degree of freedom as big as total of frequency is lessened 3 ($dk = k - 3$). if result $x^2_{count} < x^2_{table}$. So, it concluded that data is distributed normal.

b. Homogeneity test

Homogeneity test is used to know whether control class and experimental class have the same variant or not. If both of classes are same, it is can be called homogenous. Homogeneity is the similarity of variance of the group will be compared. So, the function of homogeneity test is to find out whether the data homogeny or not. It use Harley test, as follow:

$$F = \frac{\textit{The biggest variant}}{\textit{The smallest variant}}$$

⁴³Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta:PT Raja Grafindo Persada, 2005), p.298

Where:

$$n_1 = \text{Total of the data that bigger variant}$$

$$n_2 = \text{Total of the data that smaller variant}$$

2) Hypotheses Test

The technique in analyzing the data was used by t-test, because it is aimed to examine the different of two variable. Such examination performed both on pre-test and post-test score from the experimental class and control class.

The hypothesis test stated as:

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

t : the value which the statistical significant

X_1 : the average score of the experimental class

X_2 : the average score of the control class

s_1^2 : deviation standard of the experimental class

s_2^2 : deviation standard of the control class

n_1 : number of experimental class

n_2 : number of control class⁴⁴

⁴⁴Sugiyono, Metode Penelitian Kuantitatif Kualitatif dan R&D (Bandung: Alfabeta,2010) p.197.

CHAPTER IV

THE RESULT OF THE RESEARCH

This chapter presents the result of the research. It talks about the effect of think pair share (TPS) strategy on students' speaking mastery. The researcher has calculated the data using pre-test and post-test. Pre-test was done before conducting the treatment and post-test was done after conducting the treatment. Researcher applied quantitative analysis by using the formula of T-test. It is done to know the effect of Think Pair Share (TPS) strategy on the student's speaking mastery. Next, researcher described the data as follow:

A. The Description of Data

1. The Description of Data before Using Think Pair Share (TPS) strategy

a. Score of Pre-Test in Experimental Class

As the experimental class, the researcher took class XI-1. In pre-test for experimental class, the researcher calculated the result that had been gotten by the students in doing a test by practicing a dialogue in front of class (oral test). The researcher has calculated the students' score in appendix 6. The score of pre-test experimental class can be seen in the following table:

Table 9
The Score of Experimental Class in Pre-test

Descriptive	Statistics
Total	535
Highest score	60
Lowest score	45
Mean	55.2
Median	53.5
Modus	53.7
Range	15
Interval	4
Standard deviation	3.6
Variants	22.5

Based on the above table, the total score of experimental class in pre-test was 535, mean was 55.2, standard deviation was 3.6, variants was 22.6, median was 55.2, range was 15, modus was 53.7, interval was 4. The researcher got the highest score was 60 and the lowest score was 45.

Then, the computed of the frequency distribution of the students' score of experiment class could be applied into the table frequency distribution as follow:

Table 10
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	45-48	46.5	1	10%
2	49-52	50.5	3	30%
3	53-56	54.5	4	40%
4	57-60	58.5	2	20%
<i>I</i> = 4			10	100%

From the above table, the students' score in class interval between 45-48 was 1 students (10%), class interval between 49-52

was 3 students (30%), class interval between 53-56 was 4 students (40%), class interval between 57-60 was 2 students (20%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

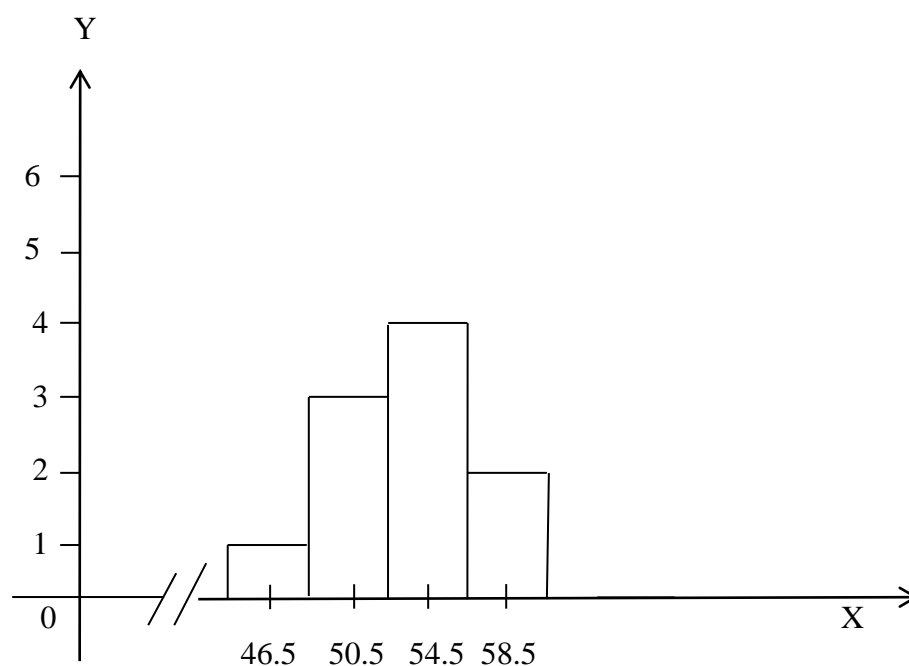


Figure 2: Data Description of Students' Speaking Mastery in Experimental Class (Pre-test)

From the histogram above shows that, the data was normal.

b. Score of Pre Test in Control Class

As the control class, the researcher took class XI-2. In pre-test for control class, the researcher calculated the result that had been gotten by the students in doing a test by practicing a dialogue in front of class (oral test). The researcher has calculated the students' score in appendix 6. The score of pre-test control class can be seen in the following table:

Table 11
The Score of Control Class in Pre-test

Descriptive	Statistics
Total	525
Highest score	60
Lowest score	35
Mean	54.5
Median	50
Modus	52
Range	25
Interval	5
Standard deviation	7
Variants	56.8

Based on the above table, the total score of control class in pre-test was 525, mean was 54.5, standard deviation was 7, variants was 56.8, median was 50, range was 25, modus was 52, interval was 5. The researcher got the highest score was 60 and the lowest score was 35. It can be seen on appendix 6.

Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table 12
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	35-39	37	1	9.09%
2	40-44	42	2	18.18%
3	45-49	47	2	18.18%
4	50-54	52	3	27.27%
5	55-59	57	2	18.18%
6	60-64	62	1	9.09%
<i>I</i> = 5			11	100%

From the above table, the students' score in class interval between 35-39 was 1 student (9.09%), class interval between 40-44

was 2 students (18.18%), class interval between 45-49 was 2 students (18.18%), class interval between 50-54 was 3 students (27.27%), class interval between 55-59 was 2 students (18.18%), class interval between 60-64 was 1 student (9.09%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

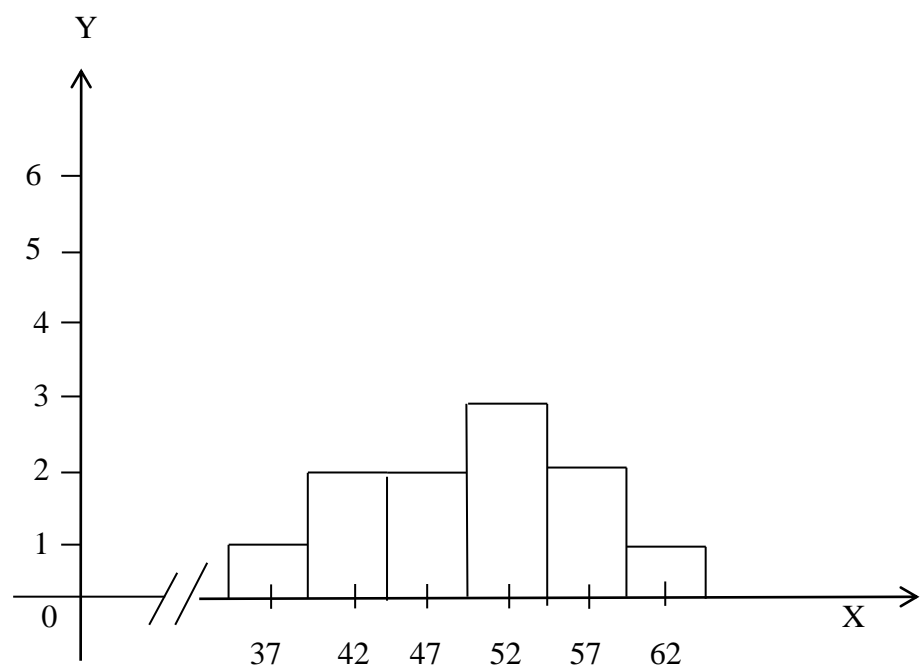


Figure 2: Data Description of Students' Speaking Mastery in Control Class (Pre-test)

From the histogram above shows that, the data was normal.

2. The Description of Data After Using Think Pair Share (TPS) strategy

a. Score of Post Test in Experimental Class

In post-test of experimental class, the researcher calculated the result that had been gotten by the students in doing a test by practicing a dialogue after the researcher did the treatment by using Think Pair Share (TPS) strategy. The score of post-test experimental class can be seen in the following table:

Table 13
The Score of Experimental Class in Post-test

Descriptive	Statistics
Total	745
Highest score	80
Lowest score	65
Mean	74.9
Median	74.5
Modus	74.9
Range	15
Interval	4
Standard deviation	2.1
Variants	24.7

Based on the above table, the total score of experiment class in post-test was 745, mean was 74.9 standard deviation was 2.1, variants was 24.7, median was 74.5, range was 15, modus was 74.9, interval was 4. The researcher got the highest score was 80 and the lowest score was 65. It can be seen on appendix 9.

Then, the computed of the frequency distribution of the students' score of experiment class can be applied into table frequency distribution as follow:

Table 14
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	65-68	66.5	1	10%
2	69-72	70.5	2	20%
3	73-76	74.5	4	40%
4	77-80	78.5	3	30%
$i = 4$			10	100%

From the above table, the students' score in class interval between 65-68 was 1 student (10%), class interval between 69-72 was 2 students (20%), class interval between 73-67 was 4 students (40%), class interval between 77-80 was 3 students (30%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

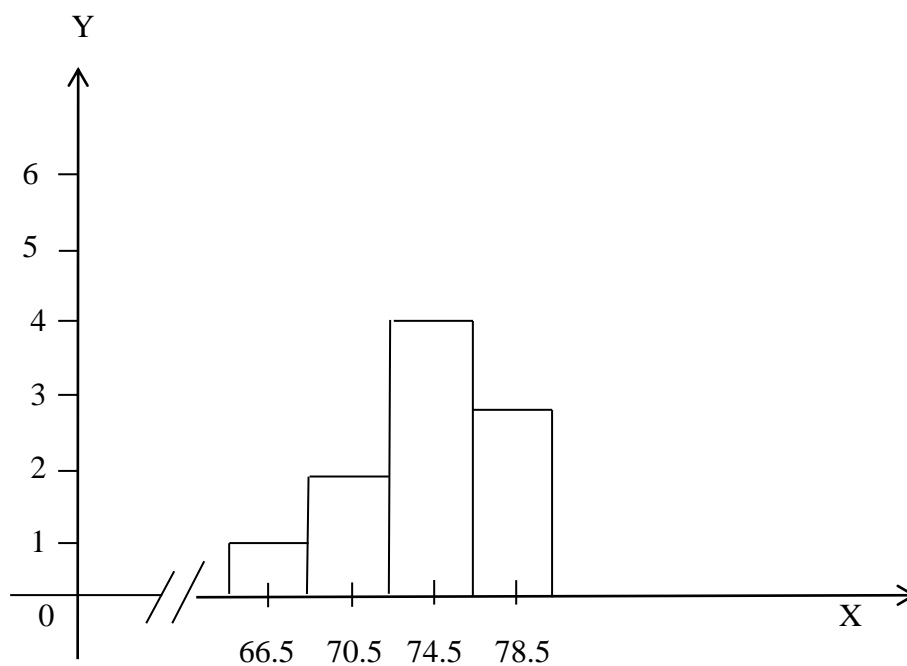


Figure 2: Data Description of Students' Speaking Mastery in Experimental Class (Post-test)

From the histogram above shows that, the data was normal.

b. Score of Post-Test in Control Class

In post-test of control class, the researcher calculated the result that had been gotten by the students in doing a test by practicing a dialogue after the researcher did the conventional teaching. The score of post-test control class can be seen in the following table:

Table 15
The Score of Control Class in Post-test

Descriptive	Statistics
Total	660
Highest score	70
Lowest score	45
Mean	72
Median	64
Modus	67
Range	25
Interval	5
Standard deviation	7.5
Variants	65

Based on the above table, the total score of control class in post-test was 660, mean was 72, standard deviation was 7.5, variants was 65, median was 64, range was 25, modus was 67, interval was 5. The researcher got the highest score was 70 and the lowest score was 45. It can be seen on appendix 9.

Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table 16
Frequency Distribution of Students' Score

No	Interval	Mid-Point	Frequency	Percentages
1	45-49	47	1	9.09%
2	50-54	52	1	9.09%
3	55-59	57	2	18.18%
4	60-64	62	2	18.18%
5	65-69	67	3	27.27%
6	70-74	72	2	18.18%
$i = 5$			11	100%

From the table above, the students' score in class interval between 45-49 was 1 student (9.09%), class interval between 50-54 was 1 student (9.09%), class interval between 55-59 was 2 students (18.18%), class interval between 60-64 was 2 students (18.18%), class interval between 65-69 was 3 students (27.27%), class interval between 70-74 was 2 students (18.18%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

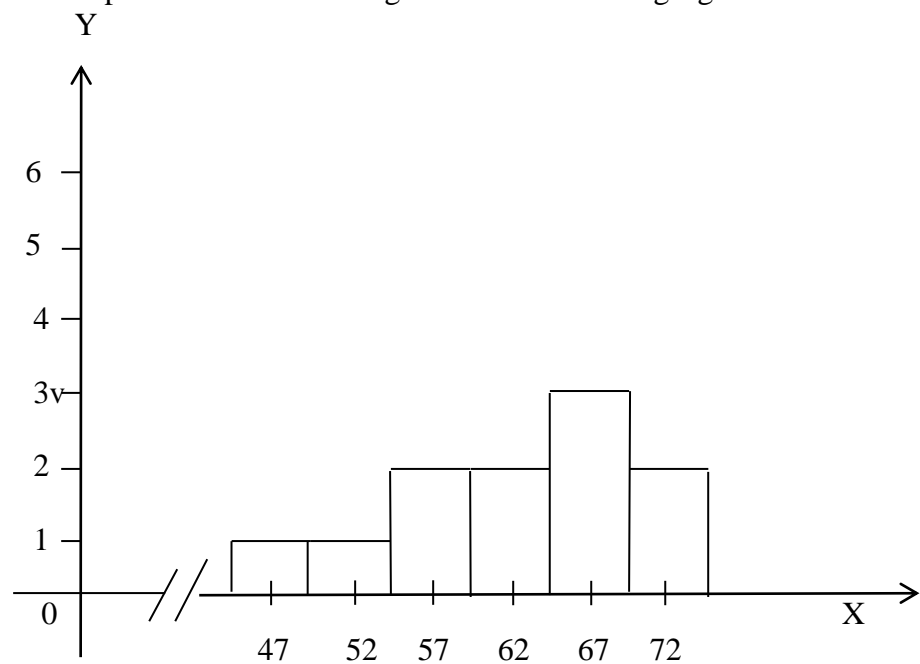


Figure 2: Data Description of Students' Speaking Mastery in Control Class (Post-test)

From the histogram above shows that, the data was normal.

B. Testing of Hypothesis

1. Hypothesis Test

After calculating the data of post-test, researcher found that post-test result of experimental class and control class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to prove the hypothesis. Alternative Hypothesis (H_a) of the research was there was the significant effect of think pair share (TPS) strategy on speaking mastery at the eleventh grade students of MAS An-Nur Padangsidimpuan. Then, in testing the hypothesis, this study used the *T test* formula manually with the following formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

The hypothesis to be tested is $H_0 : \mu_1 = \mu_2$; $H_1 : \mu_1 \neq \mu_2$

H_0 : There was no the significant effect of think pair share (TPS) strategy on speaking mastery at the eleventh grade students of MAS An-Nur Padangsidimpuan

H_1 : There was the significant effect of think pair share (TPS) strategy on speaking mastery at the eleventh grade students of MAS An-Nur Padangsidimpuan.

Table 17
Result of T-test from Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
1.296	2.093	3.620	2.093

From the research data, it was found t_{count} 1.296 while t_{table} 2.093 in pre-test $t_{count} < t_{table}$ ($1.296 < 2.093$), it means that hypothesis H_a was rejected and H_0 was accepted. It maybe concluded that two classes were same in pre-test. The pre-test and post-test scores for the experimental class were obtained using *T-test*, the average of the experimental class was 55,2 and the posttest experimental class was 74.9. While $t_{count} = 3.620$ with the significant level of $\alpha = 5\%$ and $dk=19$ obtained $t_{table} = 2.093$ then, it might be concluded that $t_{count} > t_{table}$ ($3.620 > 2.093$). So, from the calculation above, it can be seen that H_0 was rejected and H_1 was accepted. The calculation of gain score after doing this reseach can be seen in the following table:

Table 18
Gain Score of Experimental and Control Class

Class	Pre-Test	Post-Test	Enhancement	Gain score
Experimental	55.2	74.9	19.7	2.2
Control	54.5	72	17.5	

Based on the table above, the researcher found that enhancement of students at experimental class was 19.7, while enhancement of students at control class was 17.5. The gain score was 2.2. It can be concluded that students' score of experimental was higher than the students' score in control class.

C. Discussion

Based on the data analysis, the researcher discussed the result of this research on the effect of using Think Pair Share (TPS) strategy on students speaking mastery, where the result mean score experimental class was higher than control class. The researcher has been count the result in data analysis where the mean score in pre-test experimental class was 48,8 and control class was 52.5, in post-test mean score in experimental class was 67.9 and control class was 63. It means there is a significant effect by using Think Pair Share (TPS) strategy on students speaking mastery of MAS An-Nur Padangsidempuan.

This research also discussed with the theory and compared with the related finding that has been stated by researcher. Based on the related findings of thesis by Rika Amila Desta, The writer used t-score in testing the hypothesis. After getting the score of calculating the t-score formula, the writer referred to the critical score on tscore measurement table to find out whether the hypothesis is accepted or rejected. Based on the calculation above, the result of t-test was 3.66 and t-table was 1.68. It can be concluded that t-test was higher than t-table ($3.66 > 1.68$). It means that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. So, Think Pair Share technique improved the students' speaking skill.⁴⁵ So, it was similar with the result of this thesis that implication of Think Pair Share (TPS) strategy was suitable to teach students' speaking mastery.

⁴⁵Rika Amila Desta, "Think Pair Share Technique in Speaking Skill," 44.

Next, the second is Endang Kusriani. The conclusion of this research based on the research findings, can be said that the use of Think Pair Share in teaching speaking is more effective than presentation. It can be proved by the result of t-test is 7.564 and *t-table* at d.f= 42 at level of significant t 0.05 is, 4.10 so, score t-test is higher than t-table ($7.564 > 4.10$).⁴⁶ So, it was similar with the result of this thesis that implication of Think Pair Share (TPS) strategy was suitable to teach speaking mastery.

Then, the third is Feni Cahyani, this research shows that think pair share technique successfully improve the students' speaking ability. The application of t-test in this research was in order to know if there is the difference between the pretest and posttest mean. The result of the t-score was 3.50 is higher than critical score at the standard of significant $\alpha = 0.05$ $t_{(0.05)(48)}$ that is 1.68. The result proved that the alternative hypothesis of this research was accepted and the null hypothesis was rejected. Based on the research result above, the mean score of posttest of experimental group was higher than the pretest score which is ($64.65 > 39.26$), there was a significant difference in the students' score before they got some treatments and after they got some treatments. Meanwhile, in the control group, there is no significant difference of students pretest and posttest score. The mean score of posttest of control group was (53.55) and the mean of pretest was (42.8). It showed that there is no significant improvement between pretest and posttest

⁴⁶Endang Kusriani, "Teaching Speaking for Senior High School Students by Using Cooperative Learning Think Pair Share," p. 7.

score in the control group.⁴⁷

The proofs show that Think Pair Share (TPS) strategy in teaching students' speaking mastery. So, Think Pair Share (TPS) strategy has given the effect to the research that has been done by researcher or the other researcher who mentioned in related findings.

D. Limitation of the Research

There were some threats that faced by the researcher when conducting this research, one of them is due to condition, such pandemic and time. Because of the pandemic of *Covid-19*, the students and the teacher had to keep the distance to avoid the spread of the corona virus. So many schools is closed. Because of that, the researcher was less effective in implementing the research. The other limitation that faced by the researcher were as follow:

1. The students were not serious in answering the pre-test and post-test.
2. The research did not know whether the students answered the test based on their ability or not.

⁴⁷ Feni Cahyani, "*The Use of Think Pair Share Technique to Improve Students' Speaking Performance*," p. 90.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research, the conclusions of this research are:

1. Before using Think Pair Share Strategy implemented was low. The mean score of pre-test for experimental class was 55.2 and the mean score of pre-test for control class was 54.5.
2. After using Think Pair Share Strategy implemented had higher score. The mean score of experimental class was higher than before using Think Pair Share Strategy. The mean score of post-test for the experimental class was 74.9 and the mean score of post-test for control class taught by teachers' technique was 72.
3. The researcher found the research result of t-test where t_0 was higher than t_t was 3.620 and t_t was 2.093 ($3.620 > 2.093$). It means that H_a was accepted, so there was a significant effect of think pair share (TPS) strategy on speaking mastery in MAS An-Nur Padangsidimpuan.

B. Suggestions

After finishing the research, the researcher got many information in English teaching learning. Therefore, from that experience, the researcher show some things need to be proven. It makes the researcher give some suggestion, as follow:

1. It is as the information for the headmaster to motivate the English teacher to teach as well as possible by maximizing the using Think Pair Share (TPS) Strategy in teaching, because this technique can achieve the students reading especially in speaking mastery.
2. It is also as the information to the English teacher to use Think Pair Share (TPS) Strategy as a reference in teaching speaking to make learning process more active.
3. The researcher suggests for who wants to do research the same problem as information about the topic or as reference for researcher in the next time.

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CURRICULUM VITAE



A. Identity

Name : Fitri Ani Siregar
Reg.No : 17 203 00055
Place/ Birth : Padangsidempuan, 04th March 1999
Gender : Female
Religion : Islam
Address : Jl. Tano Bato Gg. Setia, Kelurahan Batang
Ayumi Jae

B. Parents

Father's Name : Islahuddin Siregar
Mother's Name : Halima Lubis

C. Educational Background

1. Elementary School	: SDN 200103	(2011)
2. Junior High School	: SMP Negeri 3	(2014)
3. Senior High School	: SMA Negeri 1	(2017)
4. Institute	: IAIN Padangsidempuan	(2021)

Appendix 1

Lesson Plan (RPP)

Experimental Class

Nama Sekolah	: MAS An-Nur Padangsidimpuan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/Genap
Alokasi Waktu	: 2 x 45 menit
Topik Pembelajaran	: Suggestion and Offers
Skill	: Speaking (Berbicara)

A. Kompetensi Inti

KI 1	:	Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	:	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3	:	Memahami pengetahuan (faktual, konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4	:	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat,) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal guru dan teman.
3. Menerapkan dan menyusun fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya

C. Indicator

1. Memahami tindakan memberi dan meminta informasi terkait saran dan tawaran sederhana
2. Mampu menerapkan atau membuat teks memberi dan meminta informasi terkait saran dan tawaran kepada orang lain secara lisan maupun tulisan

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Siswa mampu memahami makna teks tindakan memberi dan meminta informasi terkait saran dan tawaran sederhana
2. Siswa mampu menyusun tindakan memberi dan meminta informasi terkait saran dan tawaran sesuai dengan konteks penggunaannya
3. Siswa mampu merespon informasi terkait saran dan tawaran sederhana

E. Materi Pembelajaran

Suggestion means to give a suggestion which is to introduce or propose an idea or a plan for someone's consideration.

Suggestions are abstract and can be in form of solution, advice, plan, and idea. It can be accepted and refused.

This social function is to facilitate interpersonal communication between

different people.

Making Suggestions	Accepting Suggestions	Declining Suggestions
➤ Let's go to movies	• Yes, let's go.	• No, thank you. I do not feel like going.
➤ Why don't you do your homework before going out?	• Ok, I will.	• Sorry, I think I will go out first and then do my homework.
➤ How about going to Sam's place first and then to the supermarket?	• Yes, let's go. It is a good idea.	• No, let's just go to the supermarket.
➤ I think you should go and meet her.	• Ok, if you say so.	• Sorry, I can't. I have previous engagement.

Offer means to give something physical or abstract to someone, which can be taken as a gift or a trade.

Offers can be given in terms of food, money, solutions, friendship or a bargain. It can be taken or refused.

This social function is to facilitate interpersonal communication between different people.

Making Offers	Accepting Offers	Declining Offers
➤ Can I help you?	• Yes, please. I really appreciate it.	• It's okay, I can do it myself.
➤ Shall I bring you some tea?	• Thank you, it is very kind of you.	• No, thank you.
➤ Would you like another helping of cake?	• Yes, please. That would be lovely.	• No, thanks. I don't want another helping.
➤ How about I help you with this?	• Yes, please, that would be very kind of you.	• Don't worry, I will do it myself.
➤ Can I take you home?	• Thank you, I appreciate your help.	• That's alright, I will manage on my own.

F. Metode Pembelajaran : Think Pair Share (TPS) Strategy

G. Langkah- langkah Kegiatan Pembelajaran

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
- Guru mengucapkan salam dengan ramah ketika masuk ruang kelas	- Membalas salam guru	10 menit
- Guru meminta siswa untuk membuka kelas dengan berdo'a	- Berdo'a bersama dengan guru	
- Mengecek kehadiran siswa	- Menyatakan kehadirannya dengan berkata, "I am here" atau "present"	
- Menanyakan kesiapan peserta didik untuk belajar	- Siswa menyatakan kesiapannya dalam belajar	
- Menyampaikan cakupan materi dan uraian kegiatan dan menjelaskan tujuan pembelajaran yang akan dicapai	- Siswa mendengarkan serta memahami uraian materi yang disampaikan oleh guru	

2) Kegiatan Inti

Teacher	Procedures	Students
1. Teacher explains first about suggestions & offers and give some examples of responding to suggestions & offers. After that, teacher poses an issue associated with the lesson and asks students to spend a minute thinking alone about what the best suggestions or offers of the issue	1. Thinking	1. Students pay attention to the teacher, and think independently about the best suggestions or offers of the issue that has been posed and the students need to be taught that talking is not part of thinking time.
2. Teacher asks students to pair and then asks students to make a conversation or	2. Pairing	2. Students find their partner and do conversation or discuss what they have been thinking with their

discuss what they have been thinking.		partner and they can also discuss or sharing ideas with the another pair.
3. Teacher asks the pair to share what they have been talking about with the other to the whole class	3. Sharing	3. Students listen to the teacher and share their best ideas to the whole of the class

3) Kegiatan Penutup

Guru	Siswa	Waktu
- Memberi panduan menyimpulkan hasil pembelajaran	- Dengan panduan guru menyimpulkan hasil pembelajaran	10 menit
- Menutup kelas		

H. Media/ Alat dan Sumber Belajar

1. Media Belajar : Whiteboard, marker
2. Sumber Belajar : Buku guru

I. Penilaian

Bentuk Test : Oral test, conversation practice with his/her partner

using expression of suggesting and offering someone and give the response.

J. Indikator Penilaian

No.	Aspects	Criteria	Score
1.	Pronunciation	Almost perfect	5
		There are some mistakes but do not interfere the meaning	4
		There are some mistakes and interfere the meaning	3
		Many mistakes and interfere the meaning	2
		Too much mistakes and interfere the meaning	1
2.	Intonation	Almost Perfect	5
		There are some mistakes but do not interfere the meaning	4
		There are some mistakes but do not interfere the meaning	3
		Many mistakes and interfere the meaning	2
		Too much mistakes and interfere the meaning	1

3.	Fluency	Very Good	5
		Good	4
		Enough	3
		Not so bad	2
		Bad	1
4.	Accuracy	Very Good	5
		Good	4
		Enough	3
		Not too bad	2
		Bad	1

Pedoman penilaian :

1. Jawaban benar setiap indikator x 5
2. Jawaban salah : 0

Criteria of value

No.	Number of Score	Predicate
1.	80- above	Very good
2.	66-79	Good
3.	56-65	Enough
4.	41-55	Less
5.	40-down	Falled

Padangsidempuan, October 2021

Validator

Researcher

Nur Asiah, S.Pd.I

Fitri Ani Siregar

Appendix 2

**Lesson Plan
(RPP)**

Control Class

Nama Sekolah	: MAS An-Nur Padangsidempuan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/Genap
Alokasi Waktu	: 2 x 45 menit
Topik Pembelajaran	: Suggestion and Offers
Skill	: Speaking (Berbicara)

A. Kompetensi Inti

KI 1	:	Menghargai dan menghayati ajaran agama yang dianutnya.
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KI 4	:	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat,) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal guru dan teman.

3. Menerapkan dan menyusun fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya

C. Indicator

1. Memahami tindakan memberi dan meminta informasi terkait saran dan tawaran sederhana
2. Mampu menerapkan atau membuat teks memberi dan meminta informasi terkait saran dan tawaran kepada orang lain secara lisan maupun tulisan

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Siswa mampu memahami makna teks tindakan memberi dan meminta informasi terkait saran dan tawaran sederhana
2. Siswa mampu menyusun tindakan memberi dan meminta informasi terkait saran dan tawaran sesuai dengan konteks penggunaannya
3. Siswa mampu merespon informasi terkait saran dan tawaran sederhana

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Making Suggestions	Accepting Suggestions	Declining Suggestions
➤ Let's go to movies	• Yes, let's go.	• No, thank you. I do not feel like going.
➤ Why don't you do your homework before going out?	• Ok, I will.	• Sorry, I think I will go out first and then do my homework.
➤ How about going to Sam's place first and	• Yes, let's go. It is a good idea.	• No, let's just go to the supermarket.

then to the supermarket?		
➤ I think you should go and meet her.	• Ok, if you say so.	• Sorry, I can't. I have previous engagement.

Offer means to give something physical or abstract to someone, which can be taken as a gift or a trade.

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➤ Shall I bring you some tea?	• Thank you, it is very kind of you.	• No, thank you.
➤ Would you like another helping of cake?	• Yes, please. That would be lovely.	• No, thanks. I don't want another helping.
➤ How about I help you with this?	• Yes, please, that would be very kind of you.	• Don't worry, I will do it myself.
➤ Can I take you home?	• Thank you, I appreciate your help.	• That's alright, I will manage on my own.

F. Metode Pembelajaran : Conventional Teaching

G. Langkah- langkah Kegiatan Pembelajaran

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
- Guru mengucapkan salam dengan ramah ketika masuk ruang kelas	- Membalas salam guru	10 menit
- Guru meminta siswa untuk membuka kelas dengan berdo'a	- Berdo'a bersama dengan guru	

- Mengecek kehadiran siswa	- Menyatakan kehadirannya dengan berkata, "I am here" atau "present"	
- Menanyakan kesiapan peserta didik untuk belajar	- Siswa menyatakan kesiapannya dalam belajar	
- Menyampaikan cakupan materi dan uraian kegiatan dan menjelaskan tujuan pembelajaran yang akan dicapai	- Siswa mendengarkan serta memahami uraian materi yang disampaikan oleh guru	

2) Kegiatan Inti

Teacher	Students
1. Guru meminta siswa untuk membuka buku paket	1. Siswa membuka buku paket
2. Guru menjelaskan dialog yang ada di buku paket tersebut	2. Siswa mendengarkan penjelasan dari guru
3. Guru menunjuk siswa yang terdiri dari pembicara dan lawan bicara	3. Siswa membaca percakapan yang ada di buku dengan lawan bicara masing-masing
4. Guru menugaskan siswa untuk menghafal dialog	4. Siswa menghafal dialog tersebut

3) Kegiatan Penutup

Guru	Siswa	Waktu
- Memberi panduan menyimpulkan hasil pembelajaran	- Dengan panduan guru menyimpulkan hasil pembelajaran	10 menit
- Menutup kelas		

H. Media/ Alat dan Sumber Belajar

1. Media Belajar : Whiteboard, marker
2. Sumber Belajar : Buku guru

I. Penilaian

Bentuk Test : Oral test, conversation practice with his/her

partner

using expression of suggesting and offering someone and give the response.

J. Indikator Penilaian

No.	Aspects	Criteria	Score
1.	Pronunciation	Almost perfect	5
		There are some mistakes but do not interfere the meaning	4
		There are some mistakes and interfere the meaning	3
		Many mistakes and interfere the meaning	2
		Too much mistakes and interfere the meaning	1
2.	Intonation	Almost Perfect	5
		There are some mistakes but do not interfere the meaning	4
		There are some mistakes but do not interfere the meaning	3
		Many mistakes and interfere the meaning	2
		Too much mistakes and interfere the meaning	1
3.	Fluency	Very Good	5
		Good	4
		Enough	3
		Not so bad	2
		Bad	1
4.	Accuracy	Very Good	5
		Good	4
		Enough	3
		Not too bad	2
		Bad	1

Pedoman penilaian :

1. Jawaban benar setiap indikator x 5
2. Jawaban salah : 0

Criteria of value

No.	Number of Score	Predicate
1.	80- above	Very good
2.	66-79	Good
3.	56-65	Enough
4.	41-55	Less
5.	40-down	Falled

Padangsidempuan, October 2021

Validator

Researcher

Nur Asiah, S.Pd.I

Fitri Ani Siregar

Appendix 3

Speaking Test

Instrument for pre-test

Suggestion and Offer

Instruction :

1. Choose one of the topics below
2. Work in pairs to make a conversation/dialogue using expression of suggesting and offering someone and give the response
3. Practice/present in front of your class

Topics :

1. Failed the test

A: _____

A: _____
B: _____
A: _____
B: _____
A: _____
B: _____
A: _____
B: _____
A: _____
B: _____
A: _____
B: _____

Validator Researcher

Researcher

Nur Asiah, S.Pd.I

Fitri Ani Siregar

Appendix 4

Speaking Test

Instrument for post-test

Suggestion and Offer

Instruction :

1. Choose one of the topics below
2. Work in pairs to make a conversation/dialogue using expression of suggesting and offering someone and give the response
3. Practice/present in front of your class

Topics :

1. I am sick

A: _____

A: _____
 B: _____
 A: _____
 B: _____
 A: _____
 B: _____
 A: _____
 B: _____
 A: _____
 B: _____
 A: _____
 B: _____
 A: _____
 B: _____

Validator Researcher

Researcher

Nur Asiah, S.Pd.I

Fitri Ani Siregar

Appendix 5

Score of Experimental Class and Control Class on Pre-Test

A. Score of Experimental Class Pre-Test

No	Students Initial Name	P	I	F	A	Total Score	Test Score
1	AA	3	4	2	1	10	50
2	AAW	3	4	2	2	11	55
3	AYR	3	3	3	3	12	60
4	AHZ	3	4	2	1	10	50
5	KP	2	3	3	3	11	55
6	RAS	2	3	2	2	9	45
7	MKA	3	2	3	2	10	50
8	SK	3	2	3	3	11	55
9	YNA	3	3	3	3	12	60
10	ZS	3	2	3	3	11	55
Total							535

B. Score of Control Class Pre-Test

No	Students Initial Name	P	I	F	A	Total Score	Test Score
1	AB	2	2	2	2	8	40
2	AHI	2	3	2	3	10	50
3	AF	2	2	3	2	9	45
4	ADN	3	2	3	2	10	50
5	AKD	2	3	3	2	10	50
6	RS	2	2	2	1	7	35
7	RJ	3	2	3	3	11	55
8	SOH	2	2	2	2	8	40
9	YAY	3	3	3	3	12	60
10	VRS	2	3	2	2	9	45
11	ZS	2	3	3	3	11	55
Total							525

Appendix 6

Result of Normality Test in Pre-Test

Result of the Normality Test of XI-1 in Pre-Test

1. The score of XI-1 class in pre-test from low score to high score:

45	50	55	60
50	55	55	
50	55	60	

2. High = 60
 Low = 45
 Range = High-Low
 = 60 - 45
 = 15
3. Total of Classes = $1 + 3,3 \log (n)$
 = $1 + 3,3 \log (10)$
 = $1 + 3,3 (1)$
 = $1 + 3,3$
 = 4,3
 = 4

$$4. \text{ Length of Classes} = \frac{\text{range}}{\text{total of class}} = \frac{15}{4} = 3.74 = 4$$

5. Mean

Interval Class	F	X	x	fx	x ²	fx ²
45-48	1	46.5	+2	2	4	4
49-52	3	50.5	+1	3	1	3
53-56	4	54.5	0	0	0	0
57-60	2	58.5	+1	-2	1	2
<i>i=4</i>	10			3		9

$$\begin{aligned} Mx &= M^1 + i \frac{\sum fx^1}{N} \\ &= 54,5 + 4 \left(\frac{3}{10} \right) \\ &= 54,5 + 4 (0,3) \\ &= 54,5 + 1.2 \\ &= 55, 2 \end{aligned}$$

$$SD_t = i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx^1}{n} \right)^2}$$

$$= 4 \sqrt{\frac{9}{10} - \left(\frac{3}{10} \right)^2}$$

$$= 4 \sqrt{0,9 - (0,3)^2}$$

$$= 4 \sqrt{0,9 - 0,09}$$

$$= 4 \sqrt{0,81}$$

$$= 4 \times 0,9$$

$$= 3,6$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z-Score	Limit of Large of the Area	Large of Area	f _h	f _o	$\frac{(f_o - f_h)}{f_h}$
57-60	60,5	1,47	0,4292				
				0,28	2,8	1	1,15
53-56	56,5	0,36	0,1406				

				-0,08	-0,8	3	-18,05
49-52	52,5	-0,75	0,2266				
				0,19	1,9	4	2,32
45-48	48,5	-1,86	0,0314				
				0,02	0,2	2	16,2
	44,5	-2,97	0,0015				
						χ^2	1,62

Based on the table above, the researcher found that $\chi^2_{\text{count}} = 1,62$ while $\chi^2_{\text{table}} = 7,815$ cause $\chi^2_{\text{count}} < \chi^2_{\text{table}}$ ($1,62 < 7,815$) with degree of freedom (dk) = $5 - 1 = 4$ and significant level $\alpha = 5\%$. So distribution of XI-1 (experimental) class in pre-test is normal.

6. Median

No.	Interval class	F	Fk
1	45-48	1	1
2	49-52	3	4
3	53-56	4	8
4	57-60	2	10

Position of Me in the internal of classes is number 5, that:

$$Bb = 52,5$$

$$F = 4$$

$$fm = 4$$

$$i = 4$$

$$n = 10$$

$$1/2n = 5$$

So,

$$\begin{aligned} Me &= Bb + i \left(\frac{\frac{n}{2} - F}{fm} \right) \\ &= 52,5 + 4 \left(\frac{5 - 4}{4} \right) \\ &= 52,5 + 4 (0,25) \\ &= 52,5 + 1 \\ &= 53,5 \end{aligned}$$

7. Modus

No.	Interval class	F	Fk
1	45-48	1	1
2	49-52	3	4
3	53-56	4	8
4	57-60	2	10

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 52,5$$

$$d_1 = 1$$

$$d_2 = 2$$

$$i = 4$$

So,

$$\begin{aligned} Mo &= 52,5 + \left(\frac{1}{1+2}\right) 4 \\ &= 52,5 + (0,3) 4 \\ &= 52,5 + 1,2 \\ &= 53,7 \end{aligned}$$

Result of Normality Test in Pre-Test

Result of the Normality Test of XI-2 in Pre-Test

1. The score of XI-1 class in pre-test from low score to high score:

35	45	50	55
40	45	50	60
40	50	55	

2. High = 60

$$\text{Low} = 35$$

$$\text{Range} = \text{High} - \text{Low}$$

$$= 60 - 35$$

$$= 25$$

3. Total of Classes = $1 + 3,3 \log (n)$

$$= 1 + 3,3 \log (11)$$

$$= 1 + 3,3 (1,04)$$

$$= 1 + 3,34$$

$$= 4,43$$

$$= 5$$

4. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{25}{5} = 5$

5. Mean

Interval Class	F	X	x'	fx'	x' ²	Fx' ²
35-39	1	37	+3	3	9	9
40-44	2	42	+2	4	4	8
45-49	2	47	+1	2	1	2
50-54	3	52	0	0	0	0
55-59	2	57	-1	-2	1	2
60-64	1	62	-2	-2	4	4
i= 5	11			5		25

$$\begin{aligned}
 Mx &= M^1 + i \frac{\sum fx^1}{N} \\
 &= 52 + 5 \left(\frac{5}{11} \right) \\
 &= 52 + 5 (0,45) \\
 &= 52 + 2,25 \\
 &= 54,5
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n} \right)^2} \\
 &= 5 \sqrt{\frac{25}{11} - \left(\frac{5}{11} \right)^2} \\
 &= 5 \sqrt{2,27 - (0,45)^2} \\
 &= 5 \sqrt{2,27 - (0,20)} \\
 &= 4 \sqrt{2,07} \\
 &= 5 \times 1,4 \\
 &= 7
 \end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z-Score	Limit of Large of the Area	Large of Area	f _h	f ₀	$\frac{(f_0 - f_h)}{f_h}$
60-64	64,5	1,46	0,4279				
				0,15	1,6	1	0,22
55-59	59,5	0,75	0,2734				
				0,26	2,8	2	0,22
50-54	54,5	0,03	0,0120				

				-0,23	-2,5	2	-8,1
45-49	49,5	-0,67	0,2514				
				0,16	1,7	3	0,99
40-44	44,5	-1,39	0,0823				
				0,06	0,6	2	3,26
35-39	39,5	-2,10	0,0179				
				0,01	0,1	1	8,1
	34,5	-2,82	0,0024				
						χ^2	4,69

Based on the table above, the researcher found that $\chi^2_{\text{count}} = 4,69$ while $\chi^2_{\text{table}} = 9,488$ cause $\chi^2_{\text{count}} < \chi^2_{\text{table}}$ ($4,69 < 9,488$) with degree of freedom (dk) = $5 - 1 = 4$ and significant level $\alpha = 5\%$. So distribution of XI-2class (pre-test) is normal.

6. Median

No.	Interval class	F	Fk
1	35-39	1	1
2	40-44	2	3
3	45-49	2	5
4	50-54	3	8
5	55-59	2	10
6	60-64	1	11

Position of Me in the internal of classes is number 5, that:

$$Bb = 49,5$$

$$F = 5$$

$$fm = 3$$

$$i = 5$$

$$n = 11$$

$$1/2n = 5,5$$

So,

$$\begin{aligned}
 \text{Me} &= Bb + i \left(\frac{\frac{n}{2} - F}{fm} \right) \\
 &= 49,5 + 5 \left(\frac{5,5 - 5}{3} \right) \\
 &= 49,5 + 5 (0,1) \\
 &= 49,5 + 0,5 \\
 &= 50
 \end{aligned}$$

7. Modus

No.	Interval class	F	Fk
1	35-39	1	1
2	40-44	2	3
3	45-49	2	5

4	50-54	3	8
5	55-59	2	10
6	60-64	1	11

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 49,5$$

$$i = 5$$

$$d_1 = 1$$

$$d_2 = 1$$

So,

$$Mo = 49,5 + \left(\frac{1}{1+1}\right) 5$$

$$= 49,5 + (0,5) 5$$

$$= 49,5 + 2,5$$

$$= 52$$

Appendix 7

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class

sample and variant of the second class as control class sample are used

homogeneity test by using formula:

$$S^2 = \frac{N\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypotheses:

$$H_0 : \delta^2 = \delta^2$$

$$H_1 : \delta^2 \neq \delta^2$$

A. Variant of the XI-1 class is:

No.	Students Initial Name	Xi	Xi ²
1	AA	50	2500
2	AAW	55	3025
3	AYR	60	3600
4	AHZ	50	2500
5	KP	55	3025
6	RAS	45	2025
7	MKA	50	2500
8	SK	55	3025
9	YNA	60	3600

10	ZS	55	3025
	Total	535	28.825

$$\begin{aligned} n &= 10 \\ \sum x_i &= 535 \\ \sum x_i^2 &= 28.825 \end{aligned}$$

So,

$$\begin{aligned} S^2 &= \frac{N\sum x_i^2 - (\sum x_i)^2}{n(n-1)} \\ &= \frac{10(28.825) - (535)^2}{10(10-1)} \\ &= \frac{288.250 - 286.225}{90} \\ &= \frac{2.025}{90} \\ &= 22,5 \end{aligned}$$

B. Variant of the XI-2 class is:

No.	Students Initial Name	x_i	x_i^2
1	AB	40	1600
2	AHI	50	2500
3	AF	45	2025
4	ADN	50	2500
5	AKD	50	2500
6	RS	35	1225
7	RJ	55	3025
8	SOH	40	1600
9	YAY	60	3600
10	VRZ	45	2025
11	ZV	55	3025
	Total	525	25.625

$$\begin{aligned} n &= 11 \\ \sum x_i &= 525 \\ \sum x_i^2 &= 25.625 \end{aligned}$$

So,

$$\begin{aligned}
S^2 &= \frac{N\sum xi^2 - (\sum xi)^2}{n(n-1)} \\
&= \frac{11(25.625) - (525)^2}{11(11-1)} \\
&= \frac{281.875 - 275.625}{110} \\
&= \frac{6.250}{110} \\
&= 56,8
\end{aligned}$$

The Formula was used to test hypothesis was:

1. XI-1 and XI-2

$$\begin{aligned}
F &= \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}} \\
&= \frac{56,8}{22,5} \\
&= 2,5
\end{aligned}$$

After doing the calculation, researcher found that $F_{\text{count}} = 2,5$. It had been compared to F_{table} with α 5% and dk numerator and deminator ($n_1 = 10$, dk = $10-1 = 9$ and $n_2 = 11$, dk = $11 - 1 = 10$). From the distribution list F, researcher found that $F_{\text{table}} = 3,14$. So, $F_{\text{count}} < F_{\text{table}}$ ($2,5 < 3,14$).

It could be concluded that there is no difference variant between the experimental class (XI-1) and control class (XI-2). It means that the variant in pre test was homogents.

Appendix 8

Score of Experimental Class and Control Class on Post-Test

A. Score of Experimental Class Post-Test

No	Students Initial Name	P	I	F	A	Total Score	Test Score
1	AA	3	3	4	4	14	70
2	AAW	3	4	4	4	15	75
3	AYR	4	4	4	4	16	80
4	AHZ	3	4	4	4	15	75
5	KP	4	4	3	4	15	75
6	RAS	3	3	4	3	13	65
7	MKA	3	4	4	4	15	75
8	SK	4	4	4	4	16	80
9	YNA	3	3	4	4	14	70
10	ZS	4	4	4	4	16	80
Total							745

B. Score of Control Class Post-Test

No	Students Initial Name	P	I	F	A	Total Score	Test Score
1	AB	2	3	2	3	10	50
2	AHI	2	3	3	3	11	55
3	AF	3	3	3	3	12	60
4	ADN	4	3	3	3	13	65
5	AKD	3	4	3	3	13	65
6	RS	2	3	2	2	9	45
7	RJ	3	3	3	3	12	60
8	SOH	3	2	3	3	11	55

9	YAY	3	4	3	4	14	70
10	VRZ	3	4	3	3	13	65
11	ZV	3	4	4	3	14	70
Total							660

Appendix 9

Result of Normality Test in Post-Test

Result of the Normality Test of XI-1 in Post-Test

1. The score of XI-1 class in pre-test from low score to high score:

65	75	75	80
70	75	80	
70	75	80	

2. High = 80
Low = 65
Range = High-Low
= 80 - 65
= 15
3. Total of Classes = $1 + 3,3 \log (n)$
= $1 + 3,3 \log (10)$
= $1 + 3,3 (1)$
= $1 + 3,3$
= 4,3
= 4
4. Length of Classes = $\frac{range}{total\ of\ class} = \frac{15}{4} = 3,74 = 4$
5. Mean

Interval Class	F	X	x'	Fx'	x' ²	Fx' ²
65-68	1	66,5	+2	2	4	4
69-72	2	70,5	+1	2	1	2
73-76	4	74,5	0	0	0	0
77-80	3	78,5	-1	-3	1	3
<i>i=4</i>	10			1		3

$$\begin{aligned}
Mx &= M^1 + i \frac{\sum fx^1}{N} \\
&= 74,5 + 4 \left(\frac{1}{10} \right) \\
&= 74,5 + 4 (0,1) \\
&= 74,5 + 0,4 \\
&= 74,9
\end{aligned}$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx^1}{n} \right)^2} \\
&= 4 \sqrt{\frac{3}{10} - \left(\frac{1}{10} \right)^2} \\
&= 4 \sqrt{0,3 - (0,1)^2} \\
&= 4 \sqrt{0,3 - 0,01} \\
&= 4 \sqrt{0,29} \\
&= 4 \times 0,53 \\
&= 2,1
\end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z-Score	Limit of Large of the Area	Large of Area	f_h	f_o	$\frac{(f_o - f_h)}{f_h}$
77-80	80,5	2,66	0,4961				
				0,21	2,1	1	0,57
73-76	76,5	0,76	0,2764				
				0,14	1,4	2	0,25
69-72	72,5	-1,14	0,1271				
				0,12	1,2	4	6,53
65-68	68,5	-3,04	0,0011				
				0,00	0	3	0
	64,5	-4,95	0,0000				
						χ^2	7,35

Based on the table above, the researcher found that $\chi^2_{count} = 7,35$ while $\chi^2_{table} =$

7,815 cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($7,35 < 7,815$) with degree of freedom (dk) = $4 - 1 = 3$

and significant level $\alpha = 5\%$. So distribution of XI-1 class (post-test) is normal.

6. Median

No.	Interval class	F	Fk
1	65-68	1	1
2	69-72	2	3
3	73-76	4	7
4	77-80	3	10

Position of Me in the internal of classes is number 5, that:

$$\text{Bb} = 72,5$$

$$F = 3$$

$$fm = 4$$

$$i = 4$$

$$n = 10$$

$$1/2n = 5$$

So,

$$\begin{aligned} \text{Me} &= \text{Bb} + i \left(\frac{\frac{n}{2} - F}{fm} \right) \\ &= 72,5 + 4 \left(\frac{5 - 3}{4} \right) \\ &= 72,5 + 4 (0,5) \\ &= 72,5 + 2 \\ &= 74,5 \end{aligned}$$

7. Modus

No.	Interval class	F	Fk
1	65-68	1	1
2	69-72	2	3
3	73-76	4	7
4	77-80	3	10

$$\text{Mo} = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 72,5$$

$$d_1 = 2$$

$$d_2 = 1$$

$$i = 4$$

So,

$$\begin{aligned} Mo &= 72,5 + \left(\frac{2}{2+1}\right) 4 \\ &= 72,5 + (0,6) 4 \\ &= 72,5 + 2,4 \\ &= 74,9 \end{aligned}$$

Result of Normality Test in Post-Test

Result of the Normality Test of XI-2 in Post-Test

1. The score of XI-1 class in pre-test from low score to high score:

45	55	65	70
50	60	65	70
55	60	65	

2. High = 70

Low = 45

Range = High-Low

$$= 70 - 45$$

$$= 25$$

3. Total of Classes = $1 + 3,3 \log (n)$

$$= 1 + 3,3 \log (11)$$

$$= 1 + 3,3 (1,04)$$

$$= 1 + 3,34$$

$$= 4,43$$

$$= 5$$

4. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{25}{5} = 5$

5. Mean

Interval Class	F	X	x'	fx'	x' ²	Fx' ²
45-49	1	47	+4	4	16	16
50-54	1	52	+3	3	9	9
55-59	2	57	+2	4	4	8
60-64	2	62	+1	2	1	2
65-69	3	67	0	0	0	0
70-74	2	72	-1	-2	1	2
i= 5	11			11		37

$$Mx = M^1 + i \frac{\sum fx^1}{N}$$

$$= 67 + 5 \left(\frac{11}{111} \right)$$

$$= 67 + 5 (1)$$

$$= 67 + 5$$

$$= 72$$

$$SD_t = i \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n} \right)^2}$$

$$= 5 \sqrt{\frac{37}{11} - \left(\frac{11}{11} \right)^2}$$

$$= 5 \sqrt{3,36 - (1)^2}$$

$$= 5 \sqrt{3,36 - (1)}$$

$$= 5 \sqrt{2,36}$$

$$= 5 \times 1,5$$

$$= 7,5$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z-Score	Limit of Large of the Area	Large of Area	f_h	f_o	$\frac{(f_o - f_h)}{f_h}$
70-74	74,5	0,33	0,1293				
				-0,24	-2,64	1	-5,01
65-69	69,5	-0,33	0,3707				
				0,21	2,31	1	0,74
60-64	64,5	-1	0,1587				
				0,11	1,21	2	0,51
55-59	59,5	-1,66	0,0485				
				0,03	0,33	2	8,45
50-54	54,5	-2,33	0,0099				
				0,00	0	3	0
45-49	49,5	-3	0,0013				
				0,00	0	2	0
	44,5	-3,66	0,0001				
						χ^2	5,2

Based on the table above, the researcher found that $\chi^2_{\text{count}} = 5,2$ while $\chi^2_{\text{table}} =$

9,488 cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($5,2 < 9,488$) with degree of freedom (dk) = 5 - 1 = 4 and significant level $\alpha = 5\%$. So distribution of XI-2class (post-test) is normal.

6. Median

No.	Interval class	F	Fk
1	45-49	1	1
2	50-54	1	2
3	55-59	2	4
4	60-64	2	6
5	65-69	3	9
6	70-74	2	11

Position of Me in the internal of classes is number 5, that:

$$\text{Bb} = 64,5$$

$$F = 6$$

$$fm = 3$$

$$i = 5$$

$$n = 11$$

$$1/2n = 5,5$$

So,

$$\begin{aligned} \text{Me} &= \text{Bb} + i \left(\frac{\frac{n}{2} - F}{fm} \right) \\ &= 64,5 + 5 \left(\frac{5,5 - 6}{3} \right) \\ &= 64,5 + 5 (-0,1) \\ &= 64,5 + -0,5 \\ &= 64 \end{aligned}$$

7. Modus

No.	Interval class	F	Fk
1	45-49	1	1
2	50-54	1	2
3	55-59	2	4
4	60-64	2	6
5	65-69	3	9
6	70-74	2	11

$$\text{Mo} = L + \frac{d_1}{d_1 + d_2} i \quad d_1 = 1$$

$$L = 64,5$$

$$i = 5$$

$$d_2 = 1$$

So,

$$\begin{aligned}
 Mo &= 64,5 + \left(\frac{1}{1+1}\right) 5 \\
 &= 64,5 + (0,5) 5 \\
 &= 64,5 + 2,5 \\
 &= 67
 \end{aligned}$$

Appendix 10

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using Think Pair Share (TPS) strategy and variant of the second class as control class sample by using conventional method are used homogeneity test by using formula:

$$S^2 = \frac{N\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypotheses:

$$H_0 : \delta^2 = \delta^2$$

$$H_1 : \delta^2 \neq \delta^2$$

A. Variant of the XI-1 class is:

No.	Students Initial Name	Xi	Xi ²
1	AB	70	4900
2	AHI	75	5625
3	AF	75	5625
4	ADN	70	4900
5	AKD	80	6400
6	RS	65	4225
7	RJ	75	5625
8	SOH	75	5625
9	YAY	80	6400
10	ZS	80	6400
	Total	745	55.725

$$\begin{aligned}
 n &= 10 \\
 \sum xi &= 745 \\
 \sum xi^2 &= 55.725
 \end{aligned}$$

So,

$$\begin{aligned} S^2 &= \frac{N\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{10(55.725) - (745)^2}{10(10-1)} \\ &= \frac{557.250 - 555.025}{90} \\ &= \frac{2.225}{90} \\ &= 24,7 \end{aligned}$$

B. Variant of the XI-2 class is:

No.	Students Initial Name	Xi	Xi ²
1	AA	50	2500
2	AAW	55	3025
3	AYR	60	3600
4	AHZ	65	4225
5	KP	65	4225
6	RAS	45	2025
7	MKA	60	3600
8	SK	55	3025
9	YNA	70	4900
10	YS	65	4225
11	ZS	70	4900
	Total	660	40.250

$$\begin{aligned} n &= 11 \\ \sum xi &= 660 \\ \sum xi^2 &= 40.250 \end{aligned}$$

So,

$$\begin{aligned} S^2 &= \frac{N\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{11(40.250) - (660)^2}{11(11-1)} \end{aligned}$$

$$\begin{aligned}
&= \frac{442.750 - 435.600}{110} \\
&= \frac{7.150}{110} \\
&= 65
\end{aligned}$$

The Formula was used to test hypothesis was:

2. XI-1 and XI-2

$$\begin{aligned}
F &= \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}} \\
&= \frac{65}{24,7} \\
&= 2,63
\end{aligned}$$

After doing the calculation, researcher found that $F_{\text{count}} = 2,63$. It had been compared to F_{table} with α 5% and dk numerator and deminator ($n_1 = 10$, dk = $10 - 1 = 9$ and $n_2 = 11$, dk = $11 - 1 = 10$). From the distribution list F, researcher found that $F_{\text{table}} = 3,14$. So, $F_{\text{count}} < F_{\text{table}}$ ($2,63 < 3,14$).

It could be concluded that there is no difference variant between the experimental class (XI-1) and control class (XI-2). It means that the variant in pre test was homogents.

Appendix 11

T-test of the Both Averages in Pre Test

The formula was used to analyze homogeneity test of the both averages was t-tst, that:

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{53,5 - 50}{\sqrt{\left(\frac{(10 - 1)22,5 + (11 - 1)56,8}{10 + 11 - 2}\right)\left(\frac{1}{10} + \frac{1}{11}\right)}}$$

$$Tt = \frac{3,5}{\sqrt{\left(\frac{9(22,5) + 10(56)}{19}\right)(0,1 + 0,09)}}$$

$$Tt = \frac{3,5}{\sqrt{\left(\frac{202,5 + 568}{19}\right)(0,19)}}$$

$$Tt = \frac{3,5}{\sqrt{\left(\frac{770,5}{19}\right)(0,19)}}$$

$$Tt = \frac{3,5}{\sqrt{(40,5)(0,19)}}$$

$$Tt = \frac{3,5}{\sqrt{7,695}}$$

$$Tt = \frac{3,5}{2,7}$$

$$Tt = - 1,296$$

Based on researcher calculation result of hypothesis test of the both averages, researcher found that $t_{\text{count}} = 1,296$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 11 + 10 - 2 = 19$, researcher found that $t_{\text{table}} = 2,093$, because $t_{\text{count}} < t_{\text{table}}$ ($1,296 < 2,093$). So, H_a was rejected, it means that there was no

difference in average between experimental class and control class in pre test.

Appendix 12

T-test of the Both Averages in Pre Test

The formula was used to analyze homogeneity test of the both averages was t-tst, that:

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{74,5 - 64}{\sqrt{\left(\frac{(10 - 1)24,7 + (11 - 1)65}{10 + 11 - 2}\right)\left(\frac{1}{10} + \frac{1}{11}\right)}}$$

$$Tt = \frac{10,5}{\sqrt{\left(\frac{9(24,7) + 10(65)}{19}\right)(0,1 + 0,09)}}$$

$$Tt = \frac{10,5}{\sqrt{\left(\frac{2222,3 + 650}{19}\right)(0,19)}}$$

$$Tt = \frac{10,5}{\sqrt{\left(\frac{872,3}{19}\right)(0,19)}}$$

$$Tt = \frac{10,5}{\sqrt{(45,9)(0,19)}}$$

$$Tt = \frac{10,5}{\sqrt{8,721}}$$

$$Tt = \frac{10,5}{2,9}$$

$$Tt = 3,620$$

Based on researcher calculation result of hypothesis test of the both averages, researcher found that $t_{count} = 3,620$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 10 + 11 - 2 = 19$, $t_{table} = 2,093$. So, $t_{count} > t_{table}$

(3,620<2,093) and H_a was rejected, it means that there was difference in average between experimental class and control class in pre test.

Appendix 13

INDICATOR OF SPEAKING IN PRE-TEST AND POST TEST

A. Assesment Indicator Speaking in Pre-Test and Post-Test of Experimental Class

No	Pre-Test					Score	Post-Test				
	The Initial Name of Students	P	I	F	A		P	I	F	A	Score
1	AA	3	4	2	1	50	3	3	4	4	70
2	AAW	3	4	2	2	55	3	4	4	4	75
3	AYR	3	3	3	3	60	4	4	4	4	80
4	AHZ	3	4	2	1	50	3	4	4	4	75
5	KP	2	3	3	3	55	4	4	3	4	75
6	RAS	2	3	2	2	45	3	3	4	3	65
7	MKA	3	2	3	2	50	3	4	4	4	75
8	SK	3	2	3	3	55	4	4	4	4	80
9	YAY	3	3	3	3	60	3	3	4	4	70
10	YNA	3	2	3	3	55	4	4	4	4	80

B. Assesment Indicator Speaking in Pre-Test and Post-Test of Control Class

No	Pre-Test					Score	Post-Test				
	The Initial Name of Students	P	I	F	A		P	I	F	A	Score
1	AB	2	2	2	2	40	2	3	2	3	50
2	AHI	2	3	2	3	50	2	3	3	3	55
3	AF	2	2	3	2	45	3	3	3	3	60
4	ADN	3	2	3	2	50	4	3	3	3	65
5	AKD	2	3	3	2	50	3	4	3	3	65
6	RS	2	2	2	1	35	2	3	2	2	45
7	RJ	3	2	3	3	55	3	3	3	3	60
8	SOH	2	2	2	2	40	3	2	3	3	55
9	YAY	3	3	3	3	60	3	4	3	4	70
10	VRS	2	3	2	2	45	3	4	3	3	65
11	ZS	2	3	3	3	55	3	4	4	3	70

Appendix 13

Speaking Test
Instrument for pre-test
Suggestion and Offer

Instruction :

1. Choose one of the topics below
2. Work in pairs to make a conversation/dialogue using expression of suggesting and offering someone and give the response
3. Practice/present in front of your class

Topics :

1. Failed the test

A: Assalamu Alaikum
B: Waalaikum salam
A: How are you?
B: I'm fine Thanks, and how about you?
A: I'm fine too
B: ~~How~~ Nice...
A: How is the ~~program~~ result about your last test?
B: ~~It~~ Pretty Good
A: Oh... How much score do you got
B: ~~It~~ 85
A: ~~That's~~ good
B:
A:
B: **PHONETIC TRANSCRIPTION**
A: ~~thawt~~ [a:crɔ:l] [ju:l]
B: [laɪm] [faɪn] [θæŋks] [ænd] [haʊ] [ə] [baʊt] [ju:]?
A: [laɪm] [faɪn] [tu:]
B: [naɪs]
A: [haʊ] [ɪz] [ðə] [rɪ'zʌlt] [ə] [baʊt] [tʃu:] [krɔ:l] [haʊ] [ɪz] [gɒt]
B: [prɛtɪ] [gʊd]
A: [oh] [haʊ] [mʌʃ] [skɔ:] [crɔ:l] [dʊ:] [ju:] [gɒt]
B: [85]
A: [ðæt] [s] [gʊd]
B:
A:
A:
A:
B:

<p style="text-align: center;">AEMAL (A)</p> <p>P = 3 I = 4 F = 2 A = 1 <u>10 x 5 = 50</u></p>	<p style="text-align: center;">AHMAD (B)</p> <p>P = 3 I = 4 F = 2 A = 2 <u>11 x 5 = 55</u></p>
--	--

2. Stomachache

A: Assalamu'alaikum !
 B: Wa'alaikumussalam
 A: How are you today ?
 B: Hmm -- I'm not good .
 A: Are you sick ?
 B: Yes, I'm stomachache
 A: When did you get the symptoms ?
 B: Three days ago
 A: Have you drink a medicine ?
 B: No, I don't have
 A: Can I buy to you ?
 B: No problem, I don't feel it bad anymore . Thanks .
 A: Duh -- oke ...
 B:

PHONETIC TRANSCRIPTION

A: /hɑv/ /ɑ:cr/ /ju/ /tə'daɪ/?
 B: /aɪm/ /əbeɪ/ /gʊd/
 A: /ɑ:cr/ /ju/ /sɪk/?
 B: /jes/ /aɪm/ /stə'mæʃəkeɪ/
 A: /wɛn/ /daɪ/ /ju/ /geɪ/ /tʃi/ /sɪm'tɒmpz/?
 B: /θri:/ /deɪz/ /ə'gɔ:/
 A: /hɑv/ /ju/ /drɪŋk/ /ə'medɪn/?
 B: /no:/ /aɪ/ /dɒn't/ /hæv/
 A: /kæn/ /aɪ/ /baɪ/ /tu/ /ju/?
 B: /nɒ/ /prɒbləm/ /aɪ/ /dɒn't/ /fi:l/ /ɪt/ /bæd/ /ənɪmɔ:/
 A: /duh/ /oʊ'keɪ/

DIVA (A)		RIFKA (B)	
B:	P = 2	P = 2	
A:	I = 3	I = 3	
B:	F = 3	F = 2	
A:	A = 3	A = 2	
B:	11 x 5	9 x 5	
A:	55	45	
B:	11	9	

2. Stomachache

A: كيف انت صديق
 B: كيف انت صديق
 A: How are you my friend
 B: I so sick
 A: What do you sick
 B: I feel Stomachache
 A: When you have stomachache
 B: I feel stomachache after I eat Spicy food
 A: I think you must drink medicine ?
 B: oh brevier

PHONETIC TRANSCRIPTION

A: /haʊ/ (a:ɔ:/ /ju/ /frend/
 B: /aɪ/ /sɔ:/ /sɪk/
 A: /wɒt/ /du:/ /ju/ /sɪk/
 B: /aɪ/ /fi:/ /stə/ /mɑːkə/ /tʃeɪ/
 A: /wɛn/ /ju/ /hæv/ /stə/ /mɑːkə/ /tʃeɪ/
 B: /aɪ/ /fi:/ /stə/ /mɑːkə/ /tʃeɪ/ /ɑːftə/ /aɪ/ /i:t/ /spaɪ/ /si/ /fu:d/
 A: /aɪ/ /θɪŋk/ /ju/ /mʌst/ /drɪŋk/ /mɛdɪ/ /sɪn/ /?
 B: /oʊ/ /brɪ/ /vɪ/ /ə/

A:	ANNA (A)	Adira (B)
B:	P = 3	P = 3
A:	L = 4	L = 3
B:	F = 2	F = 3
A:	A = 1	A = 3
B:	10 x 5	12 x 5
A:	50	= 60
A:	<u>50</u>	<u>60</u>

A:
 B:
 A:
 B:
 A:
 B:

2. Holiday

A: Assalamu'alaikum
 B: wallaikumussalam
 A: How are you to day my friend
 B: I feel good and you
 A: I am so good
 B: What about your experience in Holiday ago
 A: in Holiday I went to Japan. I'm visited Sakura flower
 B: wow its very interested
 A: How about your experience in Holiday
 B: I don't go to
 A: are you bored
 B: yes I am Bored
 A: I think you must go to Raja Empat
 B: I don't have many and friend
 A: I will with you traveling to Raja Empat
 B: wow that's good idea
 A: when we go
 B: insya allah next week
 A: we must serve things
 B: what things?
 A: like as, abas, clothes, sweater, jacket and food
 B: okay thank you for your story see you
 A: we are welcome

PHONETIC TRANSCRIPTION

A: /ha:ri la:ri/ /ju:l ita'de:ri/ /ma:ri ifren:di/?
 B: /la:ri ifri:l/ /ga:di/ /la:nd/ /ju:l/?
 A: /la:ri/ /re:em/ /sa:ri/ /ga:di/
 B: /wa:ri/ /a:bav:ri/ /i:jo:cr:/ /ik'spe:ri:ans/ /lani/ /in:plade:ri/ /a'gaw:ri/
 A: /ini/ /in:plade:ri/ /sai/ /awen:ri/ /ta:ri/ /itza'paen/ /sami/ /i'viziti:di/ /satural/ /'flawar/
 B: /wa:ri/ /ite:ri/ /'i:eri/ /i'me:ri:ste:di/
 A: /ha:ri/ /a:bav:ri/ /i:jo:cr:/ /ik'spe:ri:ans/ /lani/ /in:plade:ri/
 B: /la:ri/ /da:ru:ni/ /'ga:ri/ /te:ri/
 A: /sa:ri/ /ju:l/ /'bo:ri:di/
 B: /'me:ri/ /sa:ri/ /re:em/ /'bo:ri:di/
 A: /sai/ /leng:ri/ /ju:l/ /ma:ri/ /ga:ri/ /te:ri/ /'ra:dzal/ /'empat/
 B: /sai/ /da:ru:ni/ /ha:ri/ /'me:ri/ /la:nd/ /ifren:di/
 A: /sai/ /wi:l/ /wi:di/ /ju:l/ /'trave:li:ng/ /te:ri/ /'ra:dzal/ /'empat/
 B: /wa:ri/ /'sa:ks/ /'ga:di/ /'at'de:ri/
 A: /'wen/ /'wi/ /'ga:ri/
 B: /'in:sa/ /'Ala:h/ /'la:ste/ /'wi:k/
 A: /wi:l/ /'ma:ri/ /'s:vi/ /'theta:ri/
 B: /wa:ri/ /'theta:ri/
 A: /'ha:ki/ /'a:ri/ /'klo:u:ri/ /'sweta:(r)/ /'dza:kiti/ /'la:nd/ /'fa:idi/
 B: /'a:ri/ /'ba:ngel/ /ju:l/ /'fa:ri/ /'i:jo:cr:/ /'se:ri:il/ /'si:ri/ /'ju:l/
 A: /wi/ /'la:cr/ /'wel:kam/

A dERA ANUSA
 (A) (B)

P = 4 P = 3
 I = 4 I = 4
 F = 4 F = 4
 A = 4 A = 4

 16x5 15x5
 80 75

 5

2. Holiday

A: _____
 B: PHONETIC TRANSCRIPTION

A: _____
 B: _____

A: /hæʊl (ə:lə) tʃu:l
 B: /aɪm/ /faɪn/ /θa:ntɪs/ /ænd/ /θa:ʊt/ /ə'beɪt/ tʃu:l

A: /aɪm/ /faɪn/ tʃu:l
 B: /naɪs/

A: /nəʊt/ /aɪm/ /rɪ:zi:əl/ /rɪ:zi:əl/ /'hɪŋgri:/
 B: /wɔ:z/ /wɔ:z/ /θa:spən/

A: /maɪ/ /'peəri:nts/ /wɛnt/ /tə/ /'ɒfɪs/
 B: /'q:ɪtəri/ /ʒet/ ?

A: /maɪ/ /'mʌŋdʒəri/ /fə'get/ /tə/ /maɪk/ /maɪ/ /brɛk'fɑ:st/ /ænd/ /lʌŋ
 B: /lets/ /gɔ:z/ /tə/ /rɛ'tɜ:pnt/ /nɔ:z/

A: /lets/ /gɔ:z/
 B: /kænt/ /zai/ /brɪŋ/ /tə/ /dɪŋk/ /fə'ɔ:z/ tʃu:l ?

A: /əv/ /kɔ:z/ /θa:ŋks/
 B: /θa:ʊt/ /ɪz/ /'dʒ:ɪz/ /'fi:lɪŋ/ /nɔ:z/ /ə:z/ tʃu:l /wɛl/ /θɪŋgri:.

A: /nɔ:z/ /lɔ:z/ /ɪz/ /kɔ:z/ tʃu:l /θa:ŋks/ tʃu:l
 B: /nɔ:z/ /lɪt/ /tə/ /'keɪl/ /wɪd/ /aɪz/ /'frænd/

A: /tə/ /maɪ/ /gɒd/ tʃu:l /sɔ:z/ /kəɪnd/
 B: /θa:ŋks/

A: _____
 B: _____

A: AKMAL = A AHMAD = B
 B: P = 3 P = 3

A: L = 3 L = 4
 B: E = 4 E = 4

A: A = 4 A = 4
 B: _____

A: 14 x 5 15 x 5
 B: _____

A: 70 75
 B: _____

A: // /
 B: _____

A: _____
 B: _____

A: _____
 B: _____

Speaking Test

Instrument for post-test

Suggestion and Offer

Instruction :

1. Choose one of the topics below
2. Work in pairs to make a conversation/dialogue using expression of suggesting and offering someone and give the response
3. Practice/present in front of your class

Topics :

1. I am sick

A: Assalamu'alaikum
 B: Wa'alaikumussalam
 A: How are you ?
 B: I'm sick
 A: When did you get symptoms?
 B: Two days ago
 A: Have you drink a medicine ?
 B: Yes, I have but my medicine is empty
 A: This day, have you drink a medicine ?
 B: No, I don't have
 A: How about I buy the medicine for you?
 B: If you want, no problem
 A: Yeah... My pleasure
 B:

Phonetic Transcription

A: I have /a:ɪ(r)/ Ijul?
 B: /a:ɪ(r) Iɪk/
 A: /wɛnt /deɪ(r) Ijul /ɒt(r) /sɪmptəmz/?
 B: /tu: /deɪ(r) /ə'gɔ: /
 A: /həv /ɪju /drɪŋk /ə 'medɪn/
 B: /jɛs /ɪ hæv /bʊt /mi 'medɪn /ɪz /ɛmptɪ/
 A: /ðɪs /deɪ /həv /ɪju /drɪŋk /ə 'medɪn /?
 B: /nəʊ / I dɒn't /həv /
 A: /həv /ə 'bɔ: /ɪst /bɔ: /ə 'medɪn / fɔ: /ju /?
 B: /ɪf /ɪju /wɒnt /ɪnəv /prɒbləm /
 A: /jɛʃ / I mɑ: /pɪzə(r) /
 B:

DIVA (A) and RIFKA (B)

P = 4

P = 3

I = 4

I = 3

F = 3

F = 4

A = 4

A = 3

$$\frac{4}{15 \times 5} = \frac{75}{75}$$

$$\frac{3}{13 \times 5} = \frac{65}{65}$$





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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16 Oktober 2020

Nomor : 162 /In.14/E.6a/PP.00.9/10/2020
Lamp : -
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:

1. Dr. Fitriadi Lubis, M.Pd. (Pembimbing I)
2. Sokhira Linda VindeRambe, M.Pd (Pembimbing II)

di –Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Study Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama	: Fitri Ani Siregar
NIM	: 17 203 000 55
Fak/Prodi	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi	: The Effect of Think Pair Share (TPS) Strategy on Speaking Mastery at The Eleventh Grade Students of MAS An-Nur Padangsidimpuan.

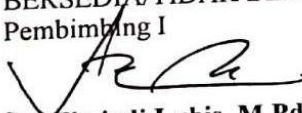
Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

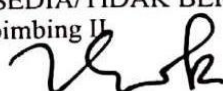

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Hal : Izin Penelitian
Penyelesaian Skripsi.

27 September 2021

Yth. Kepala MAS An-Nur Padangsidempuan
Kota Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Fitri Ani Siregar
NIM : 1720300055
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "**The Effect of Think Pair Share (TPS) Strategy on Speaking Mastery at The Eleventh Grade of MAS An-Nur Padangsidempuan**".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik

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YAYASAN AN-NUR PADANGSIDIMPUAN
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SURAT KETERANGAN

No. 070 /MA-ANP/III/X/2021

Sehubungan dengan surat dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan, Nomor B-1517/In.14/E.1/TL.00/09/2021, tentang Izin Penelitian Penyelesaian Skripsi tertanggal 27 September 2021, maka Kepala Madrasah Aliyah An-Nur Padangsidempuan dengan ini menerangkan nama Mahasiswa di bawah ini:

Nama : Fitri Ani Siregar
NIM : 1720300055
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Jenjang : S1

Benar telah mengadakan penelitian di Madrasah Aliyah An-Nur Padangsidempuan 27 September - 21 Oktober 2021 guna melengkapi data pada penyusunan skripsi yang berjudul "**The Effect of Think Pair Share (TPS) Strategy on Speaking Mastery at the Eleventh Grade of MAS An-Nur Padangsidempuan**".

Demikian Surat Keterangan ini kami buat untuk dipergunakan dengan semestinya. Terima Kasih.

Padangsidempuan, 21 Oktober 2021

Kepala Madrasah

Rusydi Hasan, S.Pd.I