**THE APPLICATION OF THINK-PAIR-SHARE TECHNIQUE
AND STUDENTS' ATTITUDE ON STUDENTS' SPEAKING SKILL
AT THE FACULTY OF ECONOMY AND BUSINESS
IN THE UNIVERSITY OF MUHAMMADIYAH PROF. DR. HAMKA**

THESIS

Submitted to Fulfill Requirement for Thesis Writing of

the Master of Education Degree in English

By

Rizqa Zidnia

1408066096

ENGLISH EDUCATION DEPARTMENT

GRADUATE SCHOOL OF THE UNIVERSITY OF MUHAMMADIYAH

PROF.DR. HAMKA

2017

ABSTRACT

RIZQA ZIDNIA. 2017. 1408066096. *The Application of Think-Pair-Share and Students' Attitude on Students' Speaking Skill at the Faculty of Economy and Business in the University of Muhammadiyah Prof. DR. HAMKA.* Thesis. Jakarta: English Education, Graduate School of the University of Muhammadiyah Prof. DR. HAMKA. 2017.

The objectives of this research are as follows: (1) To explore the application of think-pair-share and students' attittude on students' speaking skill. (2) To explore the benefits of think-pair-share and students' attittude in contributing to speaking skill. (3) To explore the students' perception related to the application of think-pair-share and students' attittude on students' speaking skill.

This method of this research is qualitative which has been conducted at the faculty of economy and business in the university of Muhammadiyah Prof. DR. HAMKA in the academic year of 2016/2017. The data collection technique in this research was observation, questionnaire, interview and speaking material. The interview was done for the twenty four students of first semester. The sampling technique used in this research was purposive sampling. The data collected in this research was analyzed qualitatively by using descriptive analysis.

The first finding of this research related to the application of think-pair-share in teaching speaking. Think-pair-share technique use in teaching speaking was as in the following procedures: students are asked to pairs before implementing the technique, give a cue to listen and present a question, give the cue to think, then, give the signal for pair, finally, give the cue for share. The second findings indicated the application of think-pair-share had some benefits such as it contributed to practice and improve students' speaking skill, exposed the students with the good pronunciation of English language, and strengthen self-confidence in having communication with their friends in the classroom. The last finding of this research showed that the use of think-pair-share in teaching speaking provided the students to have positive and negative attittude; for example, think-pair-share allowed students to have motivation in learning. For the students who have positive attittude stated that the technique was fun and interesting while for the students who have negative attittude related to lack of vocabularies and limited time.

Key words : Think-Pair-Share, Students' Attitude, Speaking Skill.

ABSTRAK

RIZQA ZIDNIA. 2017. 1408066096. Aplikasi dari Teknik Think-Pair-Share dan Sikap Siswa pada Keahlian Berbicara Siswa di Fakultas Ekonomi dan Bisnis, Universitas Muhammadiyah Prof. DR. HAMKA. Tesis. Jakarta : Pendidikan Bahasa Inggris, Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA. 2017.

Tujuan dari penelitian ini adalah sebagai berikut: (1) Untuk menguji apakah ada perbedaan yang berarti antara sikap positif dan negatif terhadap keahlian berbicara siswa pada penggunaan teknik think-pair-share, (2) Untuk menguji apakah ada efek yang berarti pada siswa yang memiliki sikap positif terhadap keahlian berbicara mereka sebelum dan sesudah menggunakan teknik think-pair-share, (3) Untuk menguji apakah ada perbedaan yang berarti pada siswa yang memiliki sikap negatif terhadap keahlian berbicara mereka sebelum dan sesudah menggunkan teknik think-pair-share.

Ini adalah penelitian eksperimen yang telah dilaksanakan di Fakultas Ekonomi dan Bisnis, Universitas Muhammadiyah Prof. DR. HAMKA tahun akademik 2016/2017. Sampel dari penelitian ini adalah satu kelas dari tiga belas kelas. Dua puluh empat siswa diambil sebagai sampel didalm penelitian ini. Intrumen penelitian ini terdiri dari kuesioner sikap dan tes berbicara. Kedua instrumen tersebut telah diuji coba untuk mendapatkan data yang valid dan reliabel, kemudian data dianalisis dengan menggunakan t-test, independent t-test dan dependent t-test.

Berdasarkan hasil dari penelitian ini, ditemukan sebagai berikut: (1) Ada perbedaan efek yang berarti antara sikap positif dan negatif terhadap keahlian berbicara siswa, (2) Ada perbedaan efek yang berarti pada siswa dengan sikap positif terhadap keahlian berbicara mereka sebelum dan setelah menggunakan teknik think-pair-share, (3) Ada perbedaan efek yang berarti pada siswa dengan sikap negatif terhadap keahlian berbicara mereka sebelum dan sesudah menggunakan teknik think-pair-share. Akhirnya, bisa disimpulkan bahwa penggunaan teknik Think-Pair-Share dan sikap siswa memilik efek yang berarti pada keahlian berbicara siswa di Fakultas Ekonomi dan Bisnis, Universitas Muhammadiyah Prof. DR. HAMKA.

Key words : Think-Pair-Share, Sikap Siswa, Keahlian Berbicara.
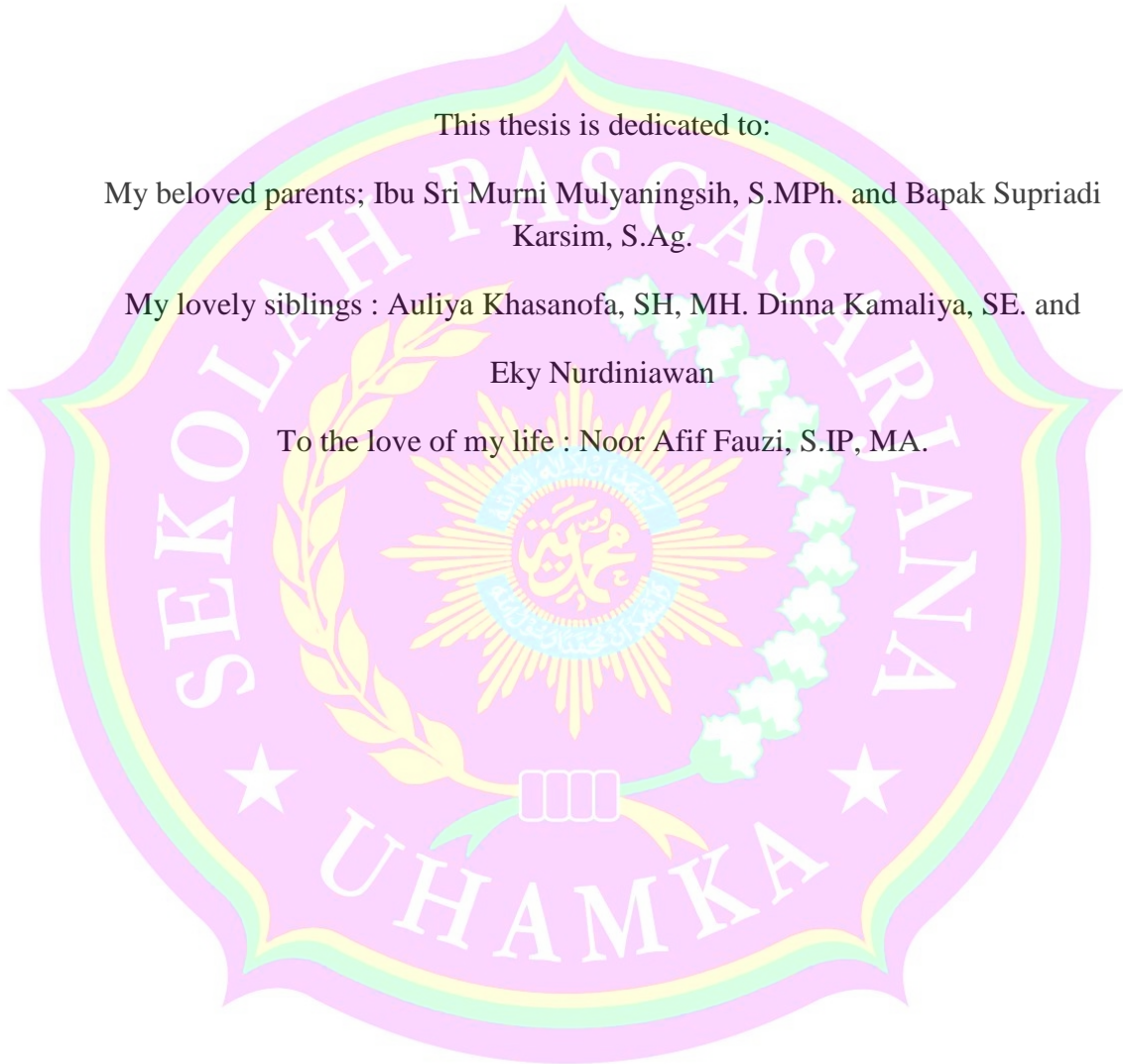
DEDICATION

This thesis is dedicated to:

My beloved parents; Ibu Sri Murni Mulyaningsih, S.MPh. and Bapak Supriadi Karsim, S.Ag.

My lovely siblings : Auliya Khasanofa, SH, MH. Dinna Kamaliya, SE. and

Eky Nurdiniawan

To the love of my life : Noor Afif Fauzi, S.IP, MA.

THESIS ADVISOR APPROVAL

**THE APPLICATION OF THINK-PAIR-SHARE TECHNIQUE
AND STUDENTS' ATTITUDE ON STUDENTS' SPEAKING SKILL
AT THE FACULTY OF ECONOMY AND BUSINESS
IN THE UNIVERSITY OF MUHAMMADIYAH PROF. DR. HAMKA**

THESIS

By
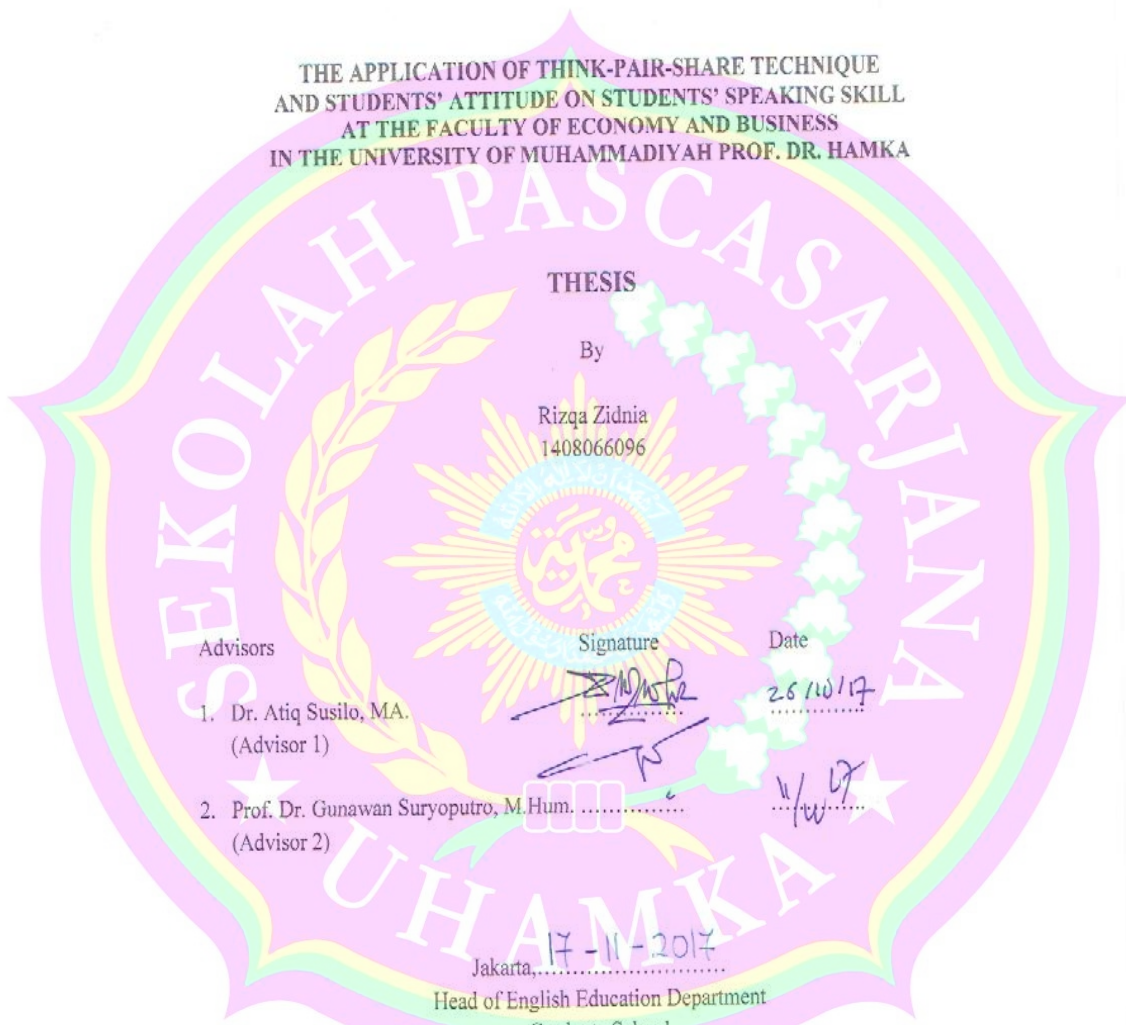
Rizqa Zidnia
1408066096

Advisors	Signature	Date
1. Dr. Atiq Susilo, MA. (Advisor 1)		26/10/17
2. Prof. Dr. Gunawan Suryoputro, M.Hum. (Advisor 2)		11/w/17

Jakarta, 17 - 11 - 2017
Head of English Education Department
Graduate School
University of Muhammadiyah Prof.Dr.HAMKA

Hamzah Puadi Ilyas, P.h.D.

Hamzah Puadi Ilyas, P.h.D.
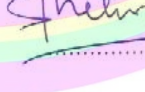
THESIS COMMITTEE APPROVAL

THE APPLICATION OF THINK-PAIR-SHARE TECHNIQUE
AND STUDENTS' ATTITUDE ON STUDENTS' SPEAKING SKILL
AT THE FACULTY OF ECONOMY AND BUSINESS
IN THE UNIVERSITY OF MUHAMMADIYAH PROF. DR. HAMKA

THESIS

By

Rizqa Zidnia
1408066096

The Thesis Committee and Oral Defense Committee have approved this Thesis as partial fulfillment of requirements of the Master of Education Degree in English
February 22, 2017

Thesis Committee	Signature	Date
Prof. Dr. H. Abd. Rahman A. Ghani, M.Pd. (Chair)		
Hamzah Puadi Ilyas, P.h.D. (Secretary)		26/10/17
Dr. Atiq Susilo, MA. (Thesis Advisor 1)		26/10/17
Prof. Dr. H. Gunawan Suryoputro, M.Hum. (Thesis Advisor 2)		
Dr. Santi Djonhar, MA. (Oral Defence Committee 1)		26/10/2017
Elin Driana, P.h.D. (Oral Defence Committee 2)		26-10-2017

Jakarta, 17-11-2017
Director of Graduate School
University of Muhammadiyah Prof.Dr.HAMKA

Prof. Dr. H. Abd. Rahman A. Ghani, M.Pd

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرِّحْمنِ الرِّحِيمِ

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ

فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انْشُزُوا فَانْشُزُوا يَرْفَعِ

اللَّهُ الَّذِينَ آمَنُوا مِنْكُوَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا

تَعْمَلُونَ خَبِيرٌ

"O you who have believed, when you are told, "Space yourselves" in assemblies,
then make space; Allah will make space for you. And when you are told, "Arise,"
then arise; Allah will raise those who have believed among you and those who
were given knowledge, by degrees. And Allah is Acquainted with what you do."
[Qur'an, Al-Mujadilah : 11]

In the name of Allah, The Most Compassionate and The Most Powerful.
Laa Hawla Wa LaaQuwwata Illa Billah, Alhamdulillah, by the grant of Allah, the
researcher has succeeded finishing this paper with the title *"The Application of
Think-Pair-Share and Students' Attitude on Students' Speaking Skill at the*

Faculty of Economy and Business in the University of Muhammadiyah Prof. DR. HAMKA". Peace and blessing be upon the Best Creature, our beloved Prophet Muhammad Rasulullah SAW, his family, relatives, and his followers.

This thesis is presented as a partial fulfillment of the requirements for the degree of *Magister Pendidikan* in the English Education School of Graduate, University of Muhammadiyah Prof. DR. HAMKA Jakarta. The researcher realizes that this paper will never be completed without any help from many parties. In this great opportunity, the writer would like to express her sincerest and deepest gratitude to:

1. Suyatno. Prof. Dr. M.Pd. Rector of the University of Muhammadiyah Prof. DR. HAMKA, Jakarta.

2. Abdul Rahman A. Ghani, Prof. Dr. M.Pd. The Director of Graduate School of University of Muhammadiyah Prof. DR. HAMKA.

3. Suciana Wijirahayu, Dr. Ir. as aHead of English Education, Graduate School of University of Muhammadiyah Prof. DR. HAMKA.

4. Atiq Susilo, Dr. MA, the first advisor who has given marvelous advice, excellent guidance, suggestions and motivation.

5. Gunawan Suryoputro, Prof. Dr. M.Hum, the second advisor who has given great support, guidance and motivation.

6. Muhammad Lukman, Drs. MA, the best lecturer who always support the researcher to finish this thesis.

7. All lecturers and office staff in Language Development Centre in the University of Muhammadiyah Prof. DR. HAMKA.

8. The reseracher's family (Keluarga Surga), her beloved mother, Ibu Sri Murni Mulyaningsih, SM.Ph., Thank you Ibu for always being there; for waiting up and worrying, for the lectures and the endless concerns. Thank you Ibu, for the warmest hugs, sweetest kiss, powerful prayer, and for the support I receive from you every single day.Bu, the words "I love you" are not adequate enough to express how grateful I am to be your lil cute daughter. Her beloved father, Bapak Supriadi Karsim, S. Ag, who always prays and supports, no words of mine can tell you, Pak, the things I really feel; but you must know my love for you is lasting, warm, and real. Thanks for being the greatest Dad.Her beloved parents always give tenderly affection, endless love, beautiful prayer, best effort and fairly spirit that can always bright the writer up, her parents are the most precious thing in researcher's life.

9. Her beloved eldest brother, Auliya Khasanofa, S.H. M.H., her beloved oldest sister Dinna Kamaliya, S.E, and her beloved brother Eky Nurdiniawan. Thanks for being inspiring siblings. What a blessed family!

10. The researcher's future husband, Noor Afif Fauzi, S.I.P., M.A., who has given never ending support, powerful love, motivation, and sincere caring till the researcher finished this paper.

11. The researcher's best friend in helping this thesis, Deka Meutia Novari, Aisyah Pratiwi, Arie Masriah, and all of her classmates.

12. All of students in the first semester at Faculty of Economy and Business, in the University of Muhammadiyah Prof. DR. HAMKA especially 1 E Accounting Class.

Thanks a billion for those for giving all their best to the researcher, may Allah always showering them with joy, prosperity, blessing, and happiness in this world and in the hereafter.

Finally, the researcher is aware of the incompleteness of her paper and the researcher realizes that the paper is so far from perfection. The researcher would like to appreciate whoever is interested in making constructive criticism of this paper.

Hopefully, this paper can be useful to those wo are interested in the subject.

Billahi Fii Sabililhaq Fastabiqul Khairat. Jazakumullah Khairan Katsir.
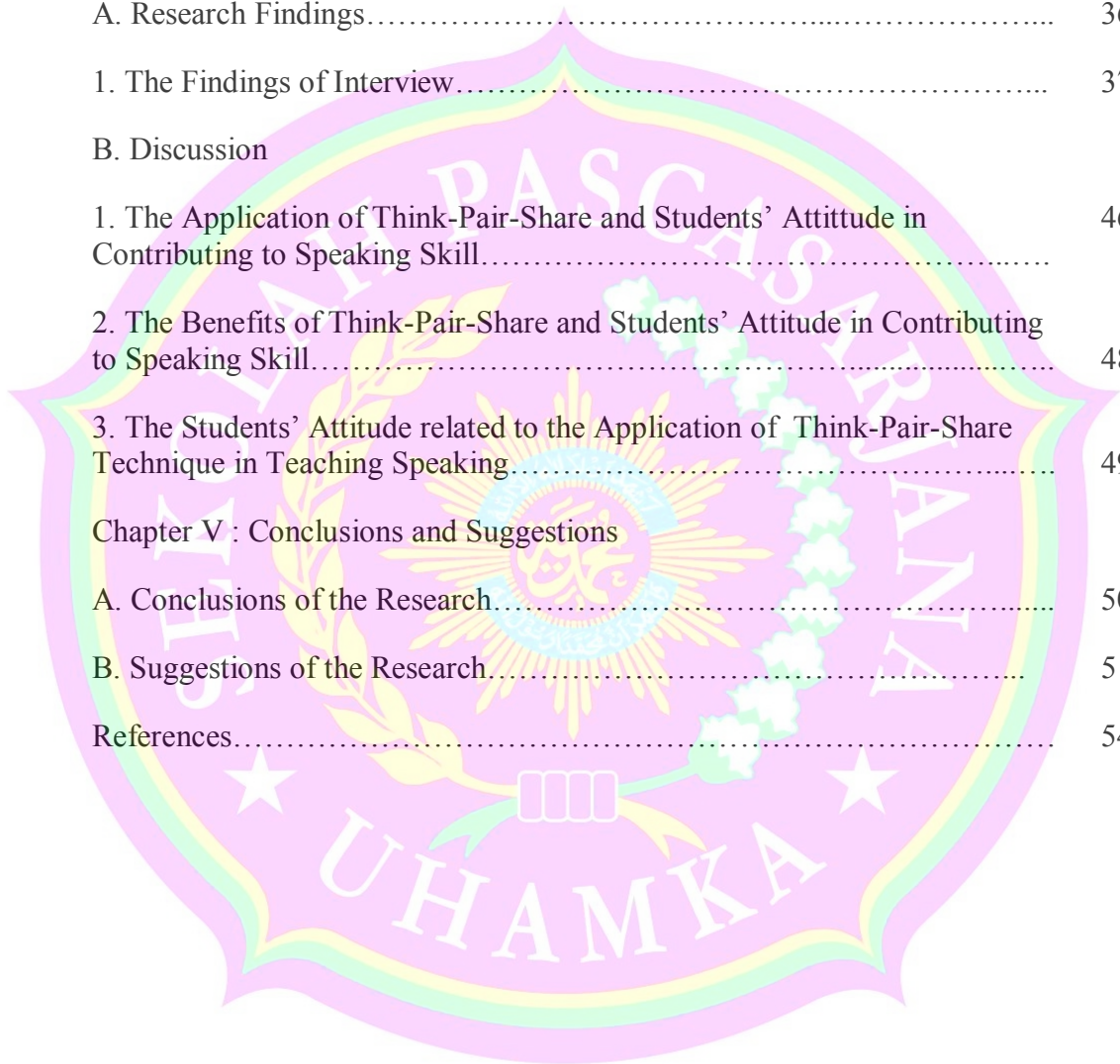
Jakarta, February 2017

The Researcher

TABLE OF CONTENTS

LIST OF TABLE

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter discussed background to the research, identification of the problems, limitation of the problems, statement of the problems, objective of the research, and significance of the research. The aim of this first chapter was to inform the reasons why the research was conducted and what were the objectives of the research.

A. Background of the problems

Mastering Eglish as a tool of communication is a common thing that people do in daily life. In mastering English, the learners are required four skills that should be achieved. The skills are; listening, speaking, reading and writing. Those skills are divided into receptive and productive skills. Speaking is one of productive skills that determine one's ability in mastering a language. The ability to function in another language is generally characterized in terms of being able to speak that language.[1] This definition showed that being able to speak is a proof of one's ability in mastering a language. The reason why speaking skill becomes very important for the learners because it will help them to express their ideas, feelings and thoughts. In addition speaking determines which logical linguistic, psychological a physical rules should be applied in a given

---

[1]David Nunan. 1999. *Second Language Teaching and Learning*. P. 225

1

communicate situation".[2] It means that the main objective of speaking is for communication. In Indonesia, English is taught as the first foreign language subject from primary to university level. Mastering speaking skill in University level is required for the students at the Faculty of Economy and Business, the University of Muhammadiyah Prof. DR. HAMKA.

In the Faculty of Economy and Business at the University of Muhammadiyah Prof. DR. HAMKA, in the first semester, the students have General English One (GE 1) subject as the first subject deals with foreign language learning. General English One (GE 1) focuses on the elementary level of speaking and oral presentation skills and basic skill of writing with the integration of listening and reading skills.Furthermore, General English One (GE 1) subject is also supported by e-learning which is formulated enrich students' motivation to be more active in improving their English skill especially speaking and writing skill by practicing directly on e-learning and students will get direct feedback from the lecturer as well as from other students. The e-learning system completely facilitates the students in achieving four skills, speaking, listening, reading and writing, so the students are able to study independently. It helps the students a lot in creating fun English learning and hopefully it can give significant output in the end of the teaching and learning process.

---

[2]Wilson, S. 1983. *Living English Structure*. London. Longman

The students were required to master English for daily communication, especially speaking skill. There are some of students' problem, such as; their confidece and their vocabulary. The students did not feel confident in delivering their idea in English, they also had lack of vocabulary. They used to have individual activities during speaking class. In addition, the teacher's centered learning method was commonly used in the classroom. Besides, the allocation time in the classroom was limited. It took only 1 hour 40 minutes in one meeting meanwhile speaking needs more practice. Therefore, the researcher assumed that think-pair-share technique would be able to solve the problems on students' speaking skill.

The main purpose of General English One (GE 1) subject at the Faculty of Economy and Business is to enable the students in using English as a language for communication in daily life. Since after they graduate they will work in International and National companies which require the employees to be able in speaking English fluently.

Besides that, the researcher applied the technique in one class. The researcher believes that there are various kinds of students in one class, the researcher divided into two groups, students who have positive attitude and students who have negative attitude. Teaching speaking may uses lots of techniques, but in this research, the researcher applied think-pair-share technique in speaking teaching and learning process.

B. Identification of the problems

Based on the explanation of the background, the researcher identified the problems based on the preliminary study, they are as follows:

1. The learners had limited time to practice their English.

2. The learners had lack of vocabularies, that is the reason why they still have barriers in practicing their speaking skill.

3. The learners did not feel confident in delivering their idea in speaking English.

4. The learners need courage and motivation to have willingness in speaking English.

C. Limitation of the problems

The researcher only focus on the problem in applying think-pair-share technique in speaking teaching and learning process. The researcher limited the research on finding the result whether the think-pair-share technique has a great effect on students' speaking skill based on their attitude in teaching and learning process.

D. Research Questions

In this research, the researcher formulates two questions as follows:

1. How does the application of Think-Pair-Share and students' attitude on students' speaking skill ?

2. What benefits can Think-Pair-Share and students' attitude contribute to speaking skill ?

3. What are students' perception related to the application of Think-Pair-Share and students' attitude on students' speaking skill ?

E. Objectives of the Research

Based on the problem statements above, the purposes of the research are as follows:

1. The application of Think-Pair-Share and students' attitude on students' speaking skill.

2. The benefits of Think-Pair-Share and students' attitude in contributing to speaking skill.

3. The students' perception related to the application of Think-Pair-Share and students' attitude on students' speaking skill.

F. Significance of the research

The researcher hopes that this research result would give valuable information for the lecturers, institution, and especially for the researcher-self about knowing the application of Think-Pair-Share technique and students' attitude on students' speaking skill. The researcher hopes that this research would have benefit theoretically and practically.The researcher also hopes that the findings of the research could inspire and give the accurate information in applying think-pair-share technique on

students' speaking skill.There are two significances of this research, they are theoretical significance and practical significance as following section, there are also significance for the lecturers, institution, and for the writer in practical significance.

1. **Theoretically**

The findings of the research would confirm and support the theories that Think-Pair-Share technique can be used by the lecturers as effort in improving students' speaking skill. The technique can be used to increase the students' attitude toward speaking skill.

2. **Practically**

The findings of the research are expected be beneficial for improving learners' speaking skill successfully.

This research of the application of Think-Pair-Share technique and students' attitude on students' speaking skill would give valuable significance in teaching and learning process.

a. **For the Lecturers**

Through this research, hopefully it could give theories of teaching English especially speaking skill for English lecturers which still have some problems in the classroom. Beside that, the lecturer can discover deeper knowledge and understanding in applying think-pair-share technique on

students' speaking skill. This research would give a self-reflection for them to create a fun learning process in teaching English.

b. For the Institution

It provides a broader information and knowledge on Think-Pair-Share technique and gives contribution to consider as the basis of teaching and learning process development.

c. For the Researcher

It would give direct explanation in applying Think-Pair-Share technique in teaching speaking. By conducting this research, the researcher may gain enlightenment in teaching and learning process.
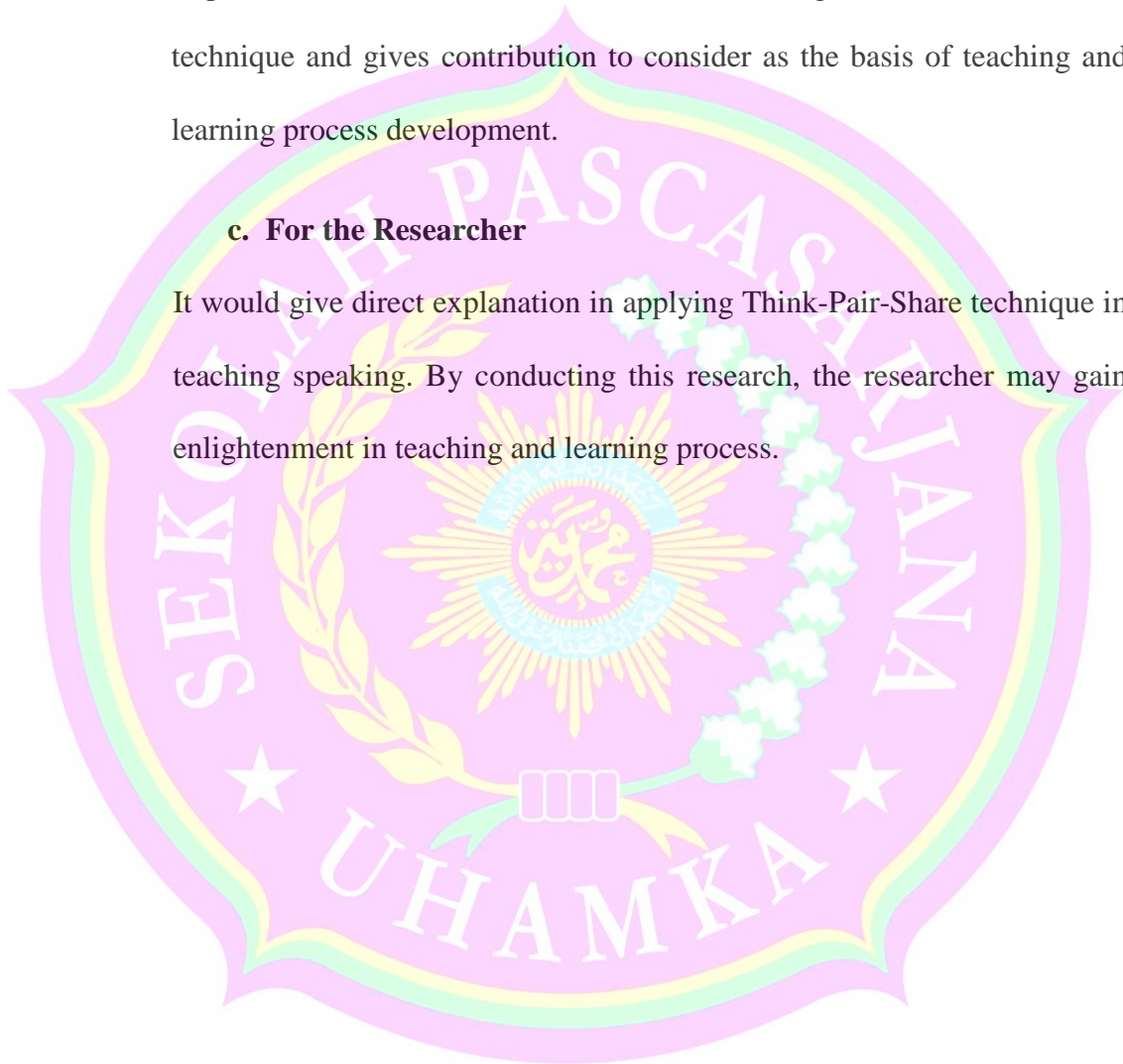
CHAPTER II

THEORETICAL FRAMEWORK

This chapter deals with four major points, review of previous research, related literature, conceptual framework and hypothesis submission. The aim of this second chapter is to compare the previous research to this research. Besides, the next section is to review the theories dealing with this research.

A. Review of previous research

In this section, the researcher would like to describe some previous research dealing with think pair share technique and students' attitude in teaching speaking. The researcher found six previous studies dealing with this research. The first and second previous study are about the effect of using think pair share technique in increasing students' speaking ability and the third is about improving students' speaking skill by using think-pair-share strategy, and the rest of previous study are about attitude dealing with speaking skill.

The first previous study was conducted by Risnawati[3] who mentioned in her article about The Effect of Using Think Pair Share Technique in Increasing Students Speaking Ability on Descriptive Text. This study was conducted among 44 students at the eight grade students of SMPN 5 Kubung

---

[3]Risnawati. 2013. The Effect of Using Think Pair Share Technique in Increasing Students Speaking Ability on Descriptive Text.

at 2013/2014 Academic Year. Instrument that used in collecting the data was speaking test descriptive text. The result of the test was analyzed by using t-test. As conclusion there was significant improvement of think pair share technique applied toward students speaking ability of descriptive text at the eight grade of SMPN 5 Kubung at 2013/2014 academic year. The difference between this study to this research is on the instrument of speaking test, the resercher will not use descriptive text for speaking test, and the way to analyzed the data also different, the researcher will use two way ANNOVA.

The second previous study was conducted by Roswati et al [4] who mentioned in their article about Improving Students' Speaking Skill by Using Think-Pair-Share Strategy at The Second Semester of Syariah Class A at Language Center of UIN SUSKA RIAU. The aim of the study was to see how far think-pair-share strategy can improve students' ability in speaking and what factors that influence the changes of students' ability in speaking after the startegy applied. This study was conducted among 25 students in the second semester at the Language Center of UIN SUSKA Pekanbaru. The instruments that have been used in this study were speaking test, observation sheet, and conversation guideline. The data in this study was analyzed by using qualitative and quantitative method. The result of this study showed that there was significant improvement in students' speaking ability after think-pair-share strategy applied rather than before used the strategy. There are some similarities and difference between this second previous study and this

---

[4] Roswati et al. 2014. Journal English Language Teaching (ELT) volume 2 no 1. Improving Students' Speaking Skill by Using Think-Pair-Share Strategy.

research. The first similarity is the participants who are the students in University level. The second similarity is the independent variable which is think-pair-share. Then, there is a difference, the difference is the instruments which are speaking test, observation sheet and conversation guideline however in this research, the instruments only questionnaire and speaking test.

The third previous study was conducted by Ariana Sampsel[5] to find the effects of think-pair-share on student confidence and participation. From that study, she has gathered that using think-pair-share in her classroom allowed her to increase the amount that students participated in class discusssion, increase the number of long explanations students gave, and increase their comfort when sharing their thoughts and ideas. This third previous study is about the effects of think-pair-share on students confidence and participation, yet this research is the effect of think-pair-share on students' attitude. However, we can see the result of applying think-pair-share technique in this case has a good output whether for students' feeling or for the teaching and learning process as well.

The fourth study is about the Impact of Attitude towards Speaking English on the Use of Communication Strategies by English Majors in Thailand which was conducted by Parichart Toomnan. The results of the study demonstarte that significant variations were found in relation to students' attitude towards speaking English. The students with positive attitude towards speaking English reported significantly greater overall study use than those students

[5]Ariana Sampsel. 2013. Finding the Effects of Think-Pair-Share on Students Confidence and Participation.

with negative attitude. From this fourth previous study, we can learn that the impact of attitute towards speaking English on the use of communication is very essential. In the result which is significant reported that the students who have positive attitude has a good output on using English for communication.

The fifth study is about the relationship attitude and speaking proficiency of Iranian EFL learners: The Case of Darrehsher city, the study was conducted by Tayebeh Zeinivand et al, in this study, learners' attitude towards language learning is considered as one of the key factors in motivating the learners to learn that language. The study investigates the correlation between attitude and speaking proficiency to assess the English proficiency level. The analyses revealed that EFL learners have very high attitude towards learning English and relationship between attitude and speaking proficiency learners is positive. In this fifth previous study stated that attitude can be considered as a crucial factor that can motivate students in learning a language.

The last study is about the effects of attitude towards speaking English and exposure to oral communication in English on use of communication strategies by English Majors in Vietnam, this study was conducted by Quyen Thi Thue Bui and Channarong Intraparasert, the communication strategy questionnaire (CSQ) and the English speaking attitude questionnaire (ESAQ) were used for data collection. Data analysis involved analysis of variance (ANOVA) and the Chi-square tests. The results show significant variations in frequency of the students' use of strategies according to both factors. While the students' use of CSs reveals to be strongly associated with attitudes

towards speaking English; its relationship with exposure to oral communication in English has been found to be minor. In the last previous study, we can see that the result to see the effects of attitude towards speaking English showed significant.

We can see that almost all of the results from the previous studies are significant wheter it is the effect of think-pair-share technique or the attitude itself. Nevertheless, the researcher would like to see the effect of think-pair-share and students' attitude on students' speaking skill for the students in the University level.

Based on those previous studies explained, many researchers who have been conducted the research has same result of the effect of Think-Pair-Share as well as students' attitude on students; speaking skill. Risnawati stated that there was significant improvement of Think-Pair-Share technique applied toward students speaking ability of descriptive text. Roswati assumed that the result of her research which entitled improving students' speaking skill by using Think-Pair-Share strategy gave significant improvement in students' speaking ability after Think-Pair-Share strategy applied rather than before used the strategy. Ariana Sampsel claimed from her research that she has gathered that using Think-Pair-Share in her classroom allowed her to increase the amount that students participated in class discussion, it means it has good output whether for students' feeling or for the teaching and learning process as well. Whereas Parichart Toomnan found the results of the impact of attitude towards speaking English on the use of communication strategies

demonstrated that significant variations were found in relation to students'
attitude towards speaking English. Tayebeh Zeinivand et al stated that the
analyses revealed that EFL learners have very high attitude and speaking
proficiency is positive while Quyen Thi Thue Bui and Channarong
Intraparasert found significant result for their research which entitled the
effects of attitude towards speaking English and exposure to oral
communication in English on use of communication strategies.

Every study has different variables, yet has the same effect in which
Think-Pair-Share has significant effect on all dependent variables. The
researcher assumes this research has same result as other previous studies.

B. Theoretical framework

1. Speaking skill

a. Definitions of Speaking

Speaking is a very essential skill because the ability to speak is one of
the key success in communication. If students' speaking ability is good, they
can have a good conversation and able to build a good relationship as well with
people around them. Furthermore, they able to express their feeling, opinion,
andideas then they know the information that happen in the world
nowadays.Speaking ability is the students' ability in expressing their feeling,
opinion, and ideas orally which is represented by the scores of speaking, as
Nunan states that the success in speaking is measured through someone ability

to carry out a conversation in the language[6] We admit that there are many factors that influence the success of teaching speaking and there are many challenging factors why it is not running well.

Speaking as a productive skill which needs more attention from both teacher and students. Harris stated that speaking is encoding process whereby we communicate our ideas, thought, and feeling through one or other forms of language, so we can produce spoken message to someone.[7] The statement above emphasizes that speaking is a way to share our ideas to others, and speaking also used by teacher in transfering their knowledge and material.

The main purpose of speaking is for having a good communication. In order to express ideas effectively, the speaker should know exactly what they want to speak or to communicate. They have to be able to evaluate the effects of their communication to their listener. The speakers have to understand any principle that based their speaking either in personal or general.

Speaking as a productive skill can not be separated from listening as recceptive skill, as Byrne stated that speaking is a two way process between speaker and listener and involves productive and reactive skill[8]. It can be concluded that speaking is a direct communication. In a process of speaking, a person becomes a speaker and a listener. Both of them are get involed in a process of transferring and receiving information.

---

[6]David Nunan. 1991. Research Methods in Language Learning. Cambridge: Cambridge University Press. P. 39.

[7]Harris, D.P. 1974. Testing English as a Second Language. Newyork : McGraw Hill Book Company. P.9.

[8]Byrne. J. L. 1984. *An Intergroup Approach to Second Language Acquisition*. Journal of Multilingual and Multicultural Development, 3 (1), 17-40.

By having those definitions above which deals with speaking skill, it can be concluded that speaking skill is someone's ability in using a system of a language to express and share idea, opinion, and feeling to others. When people speak or make direct communication, they use both their productive and receptive skill. It can be stated that the language learners must master the vocal symbols, have lots of vocabulary, consider a proper grammatical structure, and at last they feel confident to express their feeling, idea, and thought.

b. Factors of Speaking

There are some factors affecting adult EFL learners' oral communication based on Richards and Renandya[9], they are:

- **Age or Maturational Constraints**

Age or Maturational Constrains is something that acquires who begin learning a second language in early childhood through natural exposure achieve higher proficiency than those beginning as adults.

- **Aural Medium**

While listening, learners must comprehend the text by retaining information in memory, intergrating it with what follows, and continually adjusting their understanding of what they hear in the light of prior knowledge and of incoming information.

- **Sociocultural Factors**

In other words, shared values and belief create the traditions and social

---

[9]Jack C. Richards and Renandya. 2002. Methodology in Language Teaching. *An Anthology of Current Practice.* Cambridge University Press.

structures that bind a community together and are expressed in their language.

-   **Affective Factors**

The affective side of the learners is probably one of the most important influences on language learning success or failure. The affective factors related to L2 or foreign language learning are emotions, self-esteem, emphaty, anxiety, attitude, and motivation. L2 or foreign language learning is a complex task that is susceptible to human anxiety.

c. Aspects of Speaking

The students especially EFL learners think that the ability to speak in English is difficult since it needs complete aspects of communication abilities such as expressing their ideas and learners' confidence in delivering their thought. In order to have speaking competency, the speakers must obtain the ability of the sound system of the language, have rich of vocabulary and words for appropriate response so that the communication goals can be achieved.

Brown[10] defines some aspects of speaking. The aspects are grammar, vocabulary, comprehension, fluency and pronunciation. On the other hand, Weir[11] in Akhyak and Indramawan state that there are five aspects which need attention on speaking. They are content, vocabulary, grammar, performance, and fluency content in utterances is very important. People will catch what

---

[10]H. Douglas Brown. 2004. Language Assessment Principle and Classroom Practices. Pearson Education, Inc. P. 172-173.
[11]Akhyak and Anik Indramawan. 2013. Improving the Students' English Speaking Competence through Storytelling. *International Journal of Language Literature.* Vol. 1 No. 2 P. 19

others said in the process of communication if they can produce the content of utterances clearly.

Unlike the written language skill where the learners are asked to perform the tasks with the knowledge in grammar and vocabulary, while in speaking skill the learners are doing their effort with limited time to recall words, and pay more attention with their pronunciation, intonation and responses from their listener, sometimes the factors of anxiety and confidence can be interrupt the communication process.

The conclusion from the explanation above stated that speaking as productive skill and as the basic of human communication has specific aspects that are essential to make the goals run smoothly and appropriately.

The speakers must pay attention on their accuracy in pronouncing the words, the vocabulary mastery, and other important things in achieving speaking skill so that the intereaction between speakers and listeners can run correctly.

2. **Think-Pair-Share Technique**

   a. **Definition of Think-Pair-Share Technique**

   Think-Pair-Share is a cooperative discussion strategy proposed by Frank Lyman at the University of Maryland in 1981. According to Lyman, this technique is considered to promote students' motivation[12]. Think-Pair-Share technique is a cooperative learning which is very

---

[12]F.T. Lyman. 1981. The Responsive Classroom Discussion: The Inclusion of all students. In A. Anderson (Ed) Mainstreaming (pp. 109-113). College Park : University of Maryland Press.

efficient and quick to be implemented, the teacher can develop and give question to the students, after that they have opportunity to think about their response and at last the teacher asks students to share their ideas with their pairs or their partner. In line with Elizabeth et al stated about this technique, "Think-Pair-Share is particulary effective as a warm-up for whole class discussion."[13] It means that this technique is able to open up the students' mind in effective way to stimulate a good discussion.

The Think-Pair-Share technique is designed to differentiate instruction by giving the students time and sistematically structure for having critical thinking on the topic given by the teacher.It is enabling the students to formulate individual ideas and share these ideas with a peer. This learning technique focuses on whole class participation rather than individual response.

Since this technique is an effective way of cooperative learning, it gives chances for all students to share their thoughts with at least one other student in orderto increase their feeling of being involved in classroom learning. In this simple and effective technique, a problem is posed, students have time to *think* about the problem individually, then they work in *pairs* to solve the problem and *share* their ideas with the rest of the students in the classroom. Think-Pair-Share is easy to practice, it can be used for a wide variety of daily classroom activities

---

[13]Elizabeth et al. 2010. Collaborative Learning Techniques. P. 104.

such as brainstorming, problem solving discussion, topic development, quiz review and so on. Think-Pair-Share technique helps students in developing their sistematically thinking of conceptual understanding of a topic, enhancing the ability to filter information and draw conclusions, and having the ability to consider other points of view.

Because the students are required to work in pairs, they will support each other. They can have a good discussion to solve the problem together, correct their mistakes, and give their friends motivation to speak up. The students can work together to improve their vocabulary and pronunciation. By having Think-Pair-Share technique, the students can accomplish the assignments given. Besides, they have chance to practice speaking with their pairs and they can get feedback from their friends. The students receive chances to speak because TPS requires and enhance the students' communication skill.

3. Attitude

a. Definition of attitudes

There are several factors that contribute and support the achievement in English teaching and learning process, one of those factors is attitude. Attitude has been stated by many experts as one of the psychological factor that give meaningful substance in English subject especially in speaking skill.

Gardner at al state that attitude is one of the factors that influence foreign language learning because how much effort students put into language learning depends partly on attitude. [14] this can conclude that attitude can be seen by students' effort in learning a language.

According to Tayebeh et al, attitudes are crucial in language growth or decay, restoration or instruction. Attitudes are internal states that influence what the learners likely to do. [15] It can be inferred that attitude is a factor that influence learners in language learning.

Aiken defined that attitudes are tendencies to respond positively and negatively to specific objects, persons, or situation. [16]

Parichart Toomnan added that attitude towards speaking English is one of the chief predictors of success in English communication. [17]

From all definitions above, it can be inferred that attitude is a crucial factor that can predict whether teaching and learning process can be success or not.

b. **Types of attitudes**

Parichart Toomnan stated that a positive and negative attitude to speaking English is one of the factors that may be

---

[14] Gardner cited by Tayebeh Zeinivand et al. 2015. The Relationship between Attitude and Speaking Proficiency of Iranian EFL Learners : The Case of Darresher City.

[15] Tayebeh Zeinivand et al. 2015. The Relationship between Attitude and Speaking Proficiency of Iranian EFL Learners : The Case of Darresher City.

[16] Aiken, Lewis R. 1999. Personality Assessment Method and Practice. USA: Hogrefe & Huber Publisher. P. 290.

[17] Parichart Toomnan. 2015. Vol 5. P 1151 The Impacts of Attitude towards Speaking English on the Use of Communication Strategies by English Majors in Thailand.

associated with learners' speaking activities.[18] For positive attitude, in the language learning situation, if the students' attitudes are favourable it is reasonable to predict, other things being equal. Therefore, the experience with the language will be pleasant and the students will be encouraged to continue. Simply, favourable attitudes tend to cause the experience to be perceived positively. While for negativeattitude, if the students' attitudes are negative, the students' experiences will tend to be perceived unfavourably.

Dealing with positive attitude, Julian and Garton stated that people who have positive attitude towards a language and the speakers of that language, they will successfully learn and able to master that language.[19]

C. Conceptual Framework

Speaking is an active process that enable the speakers to share their feelings, ideas, and opinions in spoken form. In order to express their feelings, ideas, and opinions effectively, the speakers are supposed to know exactly what they want to communicate since speaking has important role in communication. Besides, to be able in speaking foreign language well, the learners are required to consider lots of things that should be mastered.

---

[18]Ibid. p 151

[19]Julian and Garton. 2009. From Experience to Knowledge in English Language Teaching. Oxford : Oxford University Press. P.32.

In addition, learners thought that speaking is a difficult skill for them to be achieved since they have to consider the use of proper grammar, appropriate words, phrases and also the way to pronounce the words correctly.

In line with this research which conducted in the university level, the aim of speaking foreign language here was focus on achieving communicative competence. To achieve the communicative competence, the researcher supposed to know the learners' attitude in the classroom.

Attitude was a crucial factor that influence learners in learning a language, there were two types of attitudes, they are: positive and negative attitudes. Hence, it was very important for the teacher or lecturer to use an interesting technique which will support learners' interest in learning a language, a technique which can contribute students in speaking is think pair share technique. It is a technique that enable the students to think and share their feelings, ideas and opinions to their pairs and share each other to get the communicative competence. In this technique, the students are required to be more active to think critically and share their thought with the rest of students.

Students who had positive attitude would have good performance on speaking skill because they would show their enthusiastic feeling and strong motivation while students who have negative attitude would show less enthusiastic feeling and lack of motivation.

As a result, to achieve the main purpose of speaking which was communicative competence, the researcher found that attitude and think pair share technique would give a significant result on students' speaking skill.

CHAPTER III

RESEARCH METHODOLOGY

The aim of this chapter is to describe the details of how this research was conducted. The research method is the way of how the researcher gets the result of the research. Here, the writer arranged this chapter into the setting of the research, research design, participants of the research, data collection technique and technique of data analysis and verification.

A. Research Setting

This research was conducted in the University of Muhammadiyah Prof. DR. HAMKA, at the Faculty of Economy and Business, in the first semester of the 2016-2017 academic year, which is located on Jalan Limau, Kebayoran Baru,South Jakarta. To be more specific, the researcher conducted the research only in one class, 1 M Accounting and Management, the researcher found some problems on their speaking skill.The time that the researcher conducted the research was on November 2016 until December 2016.

The meetings showed on the following table:

Table 2

Research Schedule

Activities	September				October				November				December				January				February			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Proposal Writing	P	R	O	P	O	S	A	L																
Data Collection									▓	▓	▓	▓	▓	▓	▓	▓								
Data Analysis									▓	▓	▓	▓	▓	▓	▓	▓								
Data Interpretation									▓	▓	▓	▓	▓	▓	▓	▓								
Report Writing																	▓							
Corrections																		▓	▓	▓				
Thesis Presentation																								▓

As showed in the research schedule above, the activities that had been done in this research started at proposal writing, data collection, data analysis, data interpretation, report writing, corrections and thesis presentation. The length of data collection, data analysis and data interpretation spent two months, from November up to December.

B. **Research Design**

The method of the research is qualitative. Based on Creswell[20], there are some characteristics in conducting qualitative research,first, qualitative researchers examine carefully a research problem and develop a

---

[20]John W. Creswell. 2012. *Educational Research (4th ed).* Pearson Education: Boston p. 16.

detailed understanding of a natural setting. Second, the researchers usually obtain the data in the form of words from participants' views. Third, the data for description and themes are analyzed by using text analysis and interpreting the larger meaning of findings. Fourth, the status of qualitative researchers in natural setting is a key of instrument.

The design in this research would be the one-group, pre-test-post-test design. It provides some improvement over the first, for the effects of the treatment are judged by the difference between the pretest and posttest scores. No comparison with a control group is provided.[21] The researcher used only one class in conducting this research. The method of this research was qualitative research. It was carried out in order to see and to find out the result of the application of cooperative learning through Think-Pair-Share techniquefor increasing students' speaking skill.

C. Participants of the Research

In selecting the participants of this research, the researcher used purposive sampling. According to Wilmot, "Purposive sampling is a technique often employed in qualitative research." [22] Population is the members of certain group which is accessible for the researcher. A population is a collection of people, items, or events about which the researcher intends to make inferences. It is not always convenient or possible to examine every member of an entire population.The population

---

[21]John W. Best. Research in Education. Third Edition.
[22]Amanda Wilmot. 2016. Designing Sampling Strategies for Qualitative Social Research.

of this research was the first semester students at the Faculty of Economy and Business in The University of Muhammadiyah Prof. DR. HAMKA. From the population, the sample of this research would be chosen. A sample is a subset of people, items, or events from a larger population that the researcher can collect and analyze to make inferences. To represent the population well, a sample should be randomly collected and adequately large. There were 24 students who would be chosen as the sample of this research.

There are two ways in selecting a sample; they are probability sampling and non-probability sampling. Since this research is qualitative, non-probability sampling is suggested.

D. Data Collection Techniques

1. Observation

Observation is a kind of data collection technique, based on Gray, observation is a type of qualitative research method which not only included participant's observation, but also covered ethnography and research work in the field. In the observational research design, multiple study sites are involved. Observational data can be integrated as auxiliary or confirmatory research.[23]

2. Interview

In qualitative research, interview is the most common format in data collection techniques. Oakley stated that interview in qualitative is

---

[23]Gray DE 2nd ed. Thousand Oaks, California Publication; 2009. Doing Research in the Real World.

a kind of framework in which the practices and standards be not only recorded, but also achieved, challenged and as well as reinforced.[24] According to Ben McCammon [25], "This method offers a balance between the flexibility of an open-ended interview and the focus of a structured interview".

E. Techniques of Data Amalysis and Verification

There were many kinds of instruments that can be used in the research, yet the researcher used two instruments of data collection, they were: questionnaire and test.

1. Questionnaire

The first thing that would be done in this research was knowing the students' attitude, the way to know was by using questionnaire to collect data. John W. Best stated that "questionnaires administered personally to groups of individuals have a number of advantages."[26] It means that there are lots of benefits for the research by having questionnaire to collect data. The purpose of the questionnaire was to find out whether the students were interested or not in General English subject especially on speaking activities. The validity of the questionnaire would be tested although it had been used by previous researcher.

---

[24]Oakley A. Gender, methodology and people's way of knowing: some problems with feminism and paradigm debate in social science. Sociology: 1998;32:707-31.

[25] Ben McCamon. *Semi-structured interview*.Retrieved on November 22, 2016.http://designresearchtechniques.com/casestudies/semi-structured-interviews/

[26]John W. Best. 1977. Research in Education. P. 157.

The researcher adapted some of the blue print questionnaire fromGardner[27]

2. **Test**

According to Brown, "A test is an instrument, device, or procedures that purposes a sequence of task to which a student is to respon – the result of which are used as measures of specified trait."[28] This definition of test here explains that test is set of instrument and procedure which is used to measure student's mastery of what has been taught by teachers.Bachman adds that a test is a kind of measurement that focuses on eliciting a specific sample of performance.[29] The point of the definition is eliciting a specific sample.

Speaking test had been provided for the students to know the score of students' speaking skill. There were two kinds of tests that will be given to the students, they were: pre-test and post-test. The type of test for both pre-test and post-test are oral test. Students were required to practice a dialogue based on the topic given orally and they were also asked to record their voice and submit the result to the researcher.

---

[27]R.C Gardner. 1985. *Social psychology and second language learning. the role of attitude and motivation.*London; Edward Arnold. P. 179

[28] Brown, H. Douglas. *Language Assessment Principles and Classroom Practice.* (New York: Pearson Education, Inc, 2004). p.130

[29]Lyle F. Bachman, *Statitical Analyses for Language Assessment*, (Cambridge: Cambridge University Press, 2004), p. 9

F. Technique of data collection

In this research, the researcher collected the data from independent variable, dependent variable, and also moderating variable which would be gathered from lots of sources. It would be analyzed to obtain the answer for testing the hypothesis. To obtain the data from dependent variable, the researcher used several kinds of instrument. The aim of this instrument was to see the effect both independent and dependent variable in every treatment. However, the questionnaire selected to be the instrument for the moderating variable. The moderating variables were divided into two; positive attitude and negative attitude.

1. Speaking Test

   a. Conceptual definition

   Speaking test was the most complex and challenging areas of assessment. Testing the ability to speak was a most important aspect of language testing. However, it was not quite easy to test since this kind of test is subjective.

   b. Operational definition

   In this research, the speaking test divided into two, they were: pre-test and post-test. The pre-test had been given to the students

before the researcher gave the treatment while the post-test had been given to the students after the treatment, both pre-test and post-test were using the same test.

There are five categories which had been assessed.

The categories were: fluency, pronunciation, comprehension, vocabulary, and grammar. In this research, the data of students' speaking skill collected by giving instrument which was pre-test and post-test, both pre-test and post-test were same, they were oral test.

c. **Criteria and aspects of speaking test**

According to Harris [30], There are 5 criteria which would be measured in speaking test, they are:

Pronunciation, Grammar, Vocabulary, Fluency and Comprehension.

---

[30]David P. Harris. 1977. Testing English as a Second Language. Bombay: McGraw-Hill Publishing, p.84

2. Think-Pair-Share Technique

    a. Conceptual definition

    Think-Pair-Share technique was a part of collaborative learning technique which support students' ability in acquiring speaking skill. Think-Pair-Share technique can be considered as a technique which can promote and support higher level of thinking. This technique gave opportunity to the students to think critically with their pairs and share with the rest of the students and also to speak in a larger group. Based on the preliminary study, the most problem found on fluency and pronunciation in the classroom.

    b. Operational definition

    These following procedures of Think-Pair-Share Technique below are based on Margaret Bouchard[31]:

1. For this technique, students are asked to pairs before implementing the technique.

2. Give a cue to *listen* and present a question.

3. Next, give the cue for *think*. Students then think about their response to the question. (Give at least 3 minutes of "think" time)

---

[31]Margaret Bouchard. 2005. Comprehension Strategies for English Language Learners. P. 110.

4. Then, give the signal for *pair*. Students then pair with their partner. The partners discuss their answers and receive feedback from each other.

5. Finally, give the cue for *share*. Students raise their hands and share their response to to the question. (You may want to ask them to include their partner's response also.

Elizabeth F. Barkley et al[32]. defined the procedures of Think-Pair-Share technique as follows :

1. Pose the question to the class, giving students a few minutes to think about the question and devise individual responses.

2. Ask students to pair with another students nearby.

3. Ask Student A to share his or her responses with student B, and then Student B to share ideas with Student A. Suggest that if the two students disagree, they clarify their positions so that they are ready to explain how and why they disagree. If useful, request that pairs create a joint response by building on each other's ideas.

---

[32]Elizabeth F. Barkley et al. Collaborative Learning Techniques. P. 104-105

3. Students' Attitude

a. Conceptual Definition

Attitude in language learning can be defined as thought, feeling, and emotion that students have towards speaking English. Attitude was a factor that has great effect in teaching and learning process. Students who had positive attitude would react and showed good progress in learning a language while students who had negative attitude would react and show lack of good progress in learning a language.

b. Operational definition

In this research, the attitude questionnaire had been given to the students before conducting the pre-test, the purpose of giving the attitude questionnaire was to know and to differentiate between the students who had positive and negative attitude.

c. Instrument

Attitude Questionnaire

SPEAKING	How important is it for you to perform these tasks well in English ?				How well can you perform these tasks in English ?			
	Not important	Quite Important	Very important	Essential	Not at all	Not well	Quite well	Very well
1. Asking questions in class								
2. Answering questions in class								
3. Speaking in groups								
4. Speaking and listening								
5. Speaking to class (e.g. Reporting results)								
6. Giving presentations								
7. Discussing academic problems								
8. Discussing personal problems with staff								
9. Working with other students								
10. Practical speaking (e.g. Telephone)								
11. Speaking in oral exams								
12. Speaking accurately								
13. Pronunciation								
14. Speaking fluently								
15. Other speaking activity (please specify)								

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, research findings would be explored and the research discussion would be reinforced the explanation of the data. The data were analyzed by using attitude's questionnaire and students' speaking recordin in order to get the data of the application of Think-Pair-Share and students' attitude on students' speaking skill at the Faculty of Economy and Business in the University of Muhammadiyah Prof. DR. HAMKA.

A. Research Findings

There were three objectives in this research. The first objective was to explore the application of Think-Pair-Share in teaching speaking. The second objective was to explore the benefits of Think-Pair-Share in contributing to speaking skills. The third objective of this research was to explore the students' attitude related to the application of Think-Pair-Share in teaching speaking. Furthermore, the participants of this research were the first semester students at the Faculty of Economy and Business, in the University of Muhammadiyah Prof. Dr. HAMKA, this research only conducted in one class, 2 M precisely. Firstly, the researcher collected all the data. Secondly, the researcher analyzed them qualitatively by using the technique of data analysis

which were previously mentioned in chapter III. To be more detail, the researcher presents the research findings and analysis of data as follow :

1. The Findings of Interview

The researcher conducted interview to the participants (six students from the higher score and lower score) in order to discover the answer of researchquestions deal with the application of Think-Pair-Share and students' attittude on students' speaking skill, the benefits of Think-Pair-Share and students' attittude in contributing to speaking skill and the students' attitude related to the application of Think-Pair-Share and students' attitude on students' speaking skill. The questions of interview for the students were based on the interview guideline as previously prepared. There were five items of questions in the interview guideline for the students. As previously stated, they were chosen to be interviewed based on their score. Besides, the researher coded the students by pseudonyms such as student 01, 02, 03, 04, 05, and 06 for ease of reference.

For more details, the interview questions as shown in the table below :

The Interview Questions for the Students

No	The Items of Interview Questions
1	Did you enjoy learning by using Think-Pair-Share technique ? *Apakah anda menikmati belajar dengan menggunakan teknik Think-Pair-Share ?*
2	Did you find difficulties regarding learning by using Think-Pair-Share technique ? *Apakah anda menemukan kesulitan dalam belajar menggunakan teknik Think-Pair-Share ?*
3	Did Think-Pair-Share technique help you to speak English ? *Apakah teknik Think-Pair-Share membantu anda untuk berbicara Bahasa Inggris ?*
4	Did Think-Pair-Share technique improve your confidence to speak English ? *Apakah teknik Think-Pair-Share meningkatkan rasa percaya diri anda untuk berbicara Bahasa Inggris ?*
5	What benefits do you feel when you learn speaking English by using Think-Pair-Share technique ? *Apakah manfaat yang anda rasakan ketika belajar Bahasa Inggris dengan menggunakan teknik Think-Pair-Share ?*

Those prepared questions above had two purposes: First, they aimed at exploring the students' perception regarding the use of Think-Pair-Share technique in teaching speaking. Second, they aimed at exploring the benefits of Think-Pair-Share technique in contributing to speaking skills. Therefore, based on the five questions in the interview guideline for the students above, they are presented as in the following.

The prepared interview guideline was directed to six students who have been interviewed by the researcher in the form of one-on-one interviews. It was starting from 7th of December 2016 to 21[st]of December 2016. The first question to fifth question of interview guideline for the students was posed individually to each of them at 19.45 – 20.15 p.m. in the classroom.

The first question was asked by the researcher to each of student, Did you enjoy learning by using Think-Pair-Share technique ? (*Apakah anda menikmati belajar dengan menggunakan teknik Think-Pair-Share ?),* four students answered "yes, I did." And two of students said "not really.", other reasons shown in the excerpts as follow :

> "I enjoy because I feel challenged in thinking the words in English."(*Saya menikmatinya karena saya merasa tertantang untuk berpikir kata-kata dalam Bahasa Inggris.)* [student 01]

"I think it's fun to study in pairs, makes me easy to think." (*Saya rasa menyenangkan belajar secara berpasangan, membuat saya mudah berpikir.*) [student 02]

"I enjoy because I can share my idea with my friends." (*Saya menikmatinya karena saya bisa berbagi gagasan saya bersama teman-teman saya.*) [student 03]

"I think it is interesting because I have to think in limited time and I have to share my idea to my friends." (*Saya rasa menarik karena saya harus berpikir dalam waktu yang terbatas dan saya harus berbagi gagasan saya kepada teman-teman saya.*) [student 04]

"I feel confused because I can't think in the short time." (*Saya merasa bingung karena saya tidak bisa berpikir dalam waktu yang singkat.*) [student 05]

"I cannot enjoy well because I don't know how to express my idea." (*Saya tidak dapat menikmati dengan baik karena saya tidak tahu cara mengungkapkan gagasan saya.*) [student 06]

Each of the students was asked by using the second question, "Did you find difficulties regarding learning by using Think-Pair-Share technique ?" (Apakah anda menemukan kesulitan-kesulitan terkait belajar dengan menggunakan teknik Think-Pair-Share ?) Four students said "Yes, I found." They found difficulties with learning through Think-Pair-Share technique. One of them said, "I found it difficult when I have to think in a

short time." (saya menemukan kesulitan saat saya harus berpikir dalam waktu yang singkat) [student 05]. Other reasons can be seen in the following excerpts:

"Yes, it's not easy to share my idea." (Ya, tidak mudah untuk membagikan ide saya) [student 06]

"Yes, think it becomes difficult because the time is very limited." (Ya, Saya rasa menjadi sulit karena waktunya sangat singkat." [student 04]

"My problem is I cannot express my idea or my opinion in a short time." (Masalah saya adalah saya tidak dapat mengungkapkan ide saya atau pendapat saya dalam waktu yang singkat) [student 01]

It can be seen that the most students said "Yes". For example, the students 05 who in line with students 01 and 04 informed that their problem regarding the use of Think-Pair-Share technique in learning speaking were about the limitation of time. Besides, student 06 said that his problem was difficult to share his idea. However, two of them said "No problem, I can enjoy the process." (tidak masalah, saya dapat menikmati prosesnya). The students 02 and 03 said that there was no problem. It was different from the other students' statements. Based on the researher's observation in the process of applying Think-Pair-Share technique, student 02 and 03 have more vocabularies rather than the other students. Therefore, the reseacrher concluded that having more vocabularies enable the students to express their ide or opinion although in a short time.

Besides, the difficulties from the other students because they have lack of vocabularies that make them not easy to express their idea or opinion.

Besides, each of students was asked the third question, "Did Think-Pair-Share technique help you to speak English ?" (Apakah teknik Think-Pair-Share membantu anda untuk berbicara Bahasa Inggris ?), all students said the same answer, "Yes, it helps me to speak English." The students agree that Think-Pair-Share technique enable them to speak English. There were various reason why Think-Pair-Share technique could provide the students to speak in English. The reasons are as follow:

student 02 stated that "Yes, it helps me a lot to speak English, I feel motivated to improve my speaking ability." (Ya, tekniknya sangat membantu sya untuk berbicara Bahasa Inggris, saya merasa termotivasi untuk meningkatkan kemampuan berbicara saya.)

"Yes, I feel challenged to speak and to pronounce English words in a proper way." (Ya, saya merasa tertantang untuk berbicara dan untuk mengucapkan kata-kata dalam Bahasa Inggris secara benar.) [student 03]

"Yes, I think it helps me a lot because I have to think in a short time after that tell what I think to my friends." (Ya, saya rasa tekniknya sangat membantu saya karena saya harus berpikir dalam waktu yang singkat stelah itu menceritakan apa yang saya pikirkan kepada teman-teman saya.) [sttudent 01]

"This technique force me to speak, I cannot say I cant do it because everybody has to speak." (Teknik ini membantu saya untuk berbicara, saya tidak bisa mengatakan bahwa saya tidak bisa karena semua orang harus berbicara.) [student 05]

"Yes, it helps me. I think I can be an active student when learning speaking English using this technique." (Ya, membantu saya. Saya rasa saya bisa menjadi mahasiswa yang aktif ketika belajar berbicara Bahasa Inggris menggunakan teknik ini.) [student 06]

"Yes, it really helps me because I am actually a quite person but I have to speak whatever the reason." Ya, sangat membantu saya karena sebenarnya saya seorang yang pendiam tapi saya harus berbicara apapun alasannya.) [student 04]

Based on those answers, it could be seen that the application of Think-Pair-Share technique in teaching speaking could help the students to improve their English speaking ability. Regarding this third question and their answers, as stated by student 02, he felt motivated by having this technique. Another participant, student 03 felt challenged to speak and pronounce English words in a proper way.From the answers of student 02 and 03, it can be concluded that Think-Pair-Share technique could activate students' motivation to speak English.

The researcher continued the interview to ask the fourth questions, "Did Think-Pair-Share technique improve your confidence to speak English ? (Apakah teknik Think-Pair-Share meningkatkan rasa percaya diri anda untuk berbicara

Bahasa Inggris ?) All students said "Yes, it improves my confidence.", they stated that they had confidence to speak English. Students' statement can be seen in the following excerpts:

After interviewing those 5 questions to the students, the researcher made summaries to all of the students' statements. According to the students' answers: First, Think-Pair-Share technique use in learning speaking provide them to have motivation and improved their English speaking ability. Second, students' lack of vocabularies cause students to have difficulties in the process of having Think-Pair-Share as a technique. Third, the use of Think-Pair-Share and Students' Attitude enable the students to activate the students' motivation to speak English. They could practice directly and got the feedback from their friends as well as from the researcher. Fourth, Think-Pair-Share technique could improve the students' confidence to speak English especially when they performed and expressed their idea to their friends. Fifth, the benefit of Think-Pair-Share and Students' Attitude in contributing to students' speaking skill were students able to comprehend and practice English language, especially speaking. They able to know how to pronounce English words properly and to think critically as well as to share their idea or opinion.

Based on the findings of the interview with participants (six students), the researcher summarized the findings into three parts; First, procedures. Second, benefits and third perceprtion. **Regarding the process**, there were some procedures of Think-Pair-Share if it would be used in teaching speaking. Briefly, the procedures started by asking the students to find their pairs, pose

the question, give time to think and ask them to share their idea deal with the question given to their friends.

B. Discussion

This section discusses the findings of the research. In discussing the findings, the researcher organized them from research questions which previously stated in chapter 1. In more details, there are three main discussion in this section. First discussion is about the application of Think-Pair-Share and students' attitude on students' speaking skill. The second, the discussion is related to the benefits of Think-Pair-Share and students' attitude in contributing to speaking skill. The last discusssion is about the students' perception related to the application of Think-Pair-Share on students' attitude. Furthermore, the findings of this research are connected to the literature review in chapter II or connected to other literature reviews. To be more specific, the findings of each questions of the research are shown as follows :

1. The Application of Think-Pair-Share and Students' Attitude on Students' Speaking Skill

The first question of this research is about how Think-Pair-Share is applied in teaching speaking.Through this research, the researcher has done applying the technique by using some proceduresbased on Margaret Bouchard [33] :Firstly, the researcher asked the students to pairs before implementing the technique. Secondly, the researcher gave a cue to *listen* and

---

[33]Margaret Bouchard. 2005. Comprehension Strategies for English Language Learners. P. 110.

present a question. Next, the researcher gave the cue to *think*, students then think about their response to the question. (the researcher gave the students at least 3 minutes of "think" time). Then, gave the signal for *pair*. Students then pair with their partner. The partners discussed their answers and received feedback from each other. Finally, gave the cue for *share*. Students raised their hands and share their response to the question. The researcher also done applying the procedures not only from Bouchard but also from Elizabeth F. Barkley et al[34]. Firstly, pose the question to the class, giving students a few minutes to think about the question and devise individual responses. Secondly, asked the students to pair with another students nearby. Thirdly, asked student A to share his or her responses with student B, and then student B to share idea with student A. Suggested that if the two students disagreee, they clarified their positions so that they were readly to explain how and why they were disagree. If useful, requested that pairs created a joint response by building on each other's idea.

While practicing the procedures in the classroom, the students were enjoying their "think" time with their pair since they can think their idea together as well as bringing new understanding about the questions given, yet some of students were not really enjoying in sharing their idea to the rest of the students as they thought that the time was very limited. Having this technique for the students, especially in "think" time gave the students not only to just think about the question given but also provided the students

---

[34]Elizabeth F. Barkley et al. Collaborative Learning Techniques. P. 104-105

opportunity to think critically about how to solve the questions by answering them well.

2. The Benefits of Think-Pair-Share and Students' Attitude in

Contributing to Speaking Skill

The second question of this research was what benefits can Think-Pair-Share technique and students' attitude contribute to speaking skill ? Through this research, the application of Think-Pair-Share and students' attitude could contribute to improve students' speaking skill because it provided the students to think what are they going to say with their pairs and share to the whole class right after they finished discussing the topic with their pairs. Based on the researcher's observation, when the students were having Think-Pair-Share technique to improve their speaking skill, there were some skills that could be developed, one of them was the ability to express their idea or opinion, it was in line with communicative competence. Furthermore, the students felt confidence in making the real communication with their friends in the classroom. In other words, Think-Pair-Sharecould contribute to speaking class such as the students had motivation to improve their speaking, they could enjoy the activity.

In addition, the use of Think-Pair-Share and Students' Attitude in teaching speaking had contribution in assessing and evaluating the studens' speaking performance easily. The application of Think-Pair-Share and Students' Attitude provided students to have self-reflective skilll.

3. The Students' Attitude related to the Application of Think-Pair-Share Technique in Teaching Speaking

The third question of this research was intended to know what students' attitude related to the application of Think-Pair-Share in teaching speaking. The researcher analyzed the students' attitude related to the application of Think-Pair-Share technique in teaching speaking.according to the students, the application of Think-Pair-Share and students' attittude in teaching speaking provided them to have motivation in speaking since the technique was applied in a fun way that made the students feel interested. However, not all the students have positive attitude on the use of Think-Pair-Share in teaching speaking, there were some students had negative attitude. Some of the students had problem in expressing their idea due the limited time given. It happened to the students since they have lack of vocabularies that make them not easy to express their idea or opinion in English. Therefore, related to the application of Think-Pair-Share and Students' Attitude in teaching speaking, it can be seen that Think-Pair-Share as a teaching technique provided the students to have positive and negative attitude in the process of teaching and learning speaking.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two main sections. The first section is about conclusion from research findings and the second section is about the suggestion given based on the research findings.

A. Conclusions of the Research

This research was qualitative research which was conducted in the University of Muhammadiyah Prof. DR. HAMKA, at the Faculty of Economy and Business, Jakarta. The objective of this research was to apply Think-Pair-Share as a teaching technique in teaching speaking.The researcher concluded three points based on the research questions, here as follows :

1. The Application of Think-Pair-Share and Students' Attitude on students' speaking skill

   Based on the analysis of the research, Think-Pair-Share is a teaching technique which enables the students to improve their speaking skill.This finding is in line with other researchers who found that Think-Pair-Share gives more effect in students' speaking skill.

2. The Benefits of Think-Pair-Share and Students' Attitude in Contributing to Speaking Skill

We can see from the result of this research that attitude is a crucial factor which determines students' speaking skill.In this research, the students with positive attitude had higher score on speaking test than the students with negative attitude.

3. The Students' Perception Related to the Application of Think-Pair-Share and Students' Attitude on Students' Speaking Skill

The use of Think-Pair-Share in teaching speaking provides the students to have positive and negative perception; for example, it allows students to have spirit and motivation in learning. It was fun and fascinating, while for negative perceptions relate to difficulties in expressing idea or opinion in a limited time.

B. Suggestions of the Research

1. For the Researcher

Based on the result of the research, the researcher knows that Think-Pair-Share as a teaching technique is a fascinating technique which succesfully made the students' more enthusiastic in teaching and learning process, the students enjoyed learning foreign laguage with the use of Think-Pair-Share. The researcher should give more effort in making changes for the students with negative attitude into positive attitude. Since attitude is a crucial factor which determine a learner in learning foreign language, in this case is speaking.

2. For the Lecturer

Lecturers as the succeful key in teaching and learning process should give more effort in giving lots of fun technique that makes the students feel interested in learning foreign language especially in improving their speaking skill. Furthermore, the students should be exposed by English language as often as possible, so, the lecturers can give various kind of fascinating technique that makes the students achieve the objective of the subject in the end of teaching and learning process.

3. For the Students

For students of 1 E accounting class, they should more active and enthusiastic in learning foreign language especially speaking skill since the speaking needs a lot of practice so the students also need to do more practice. The students should use the platform which is the supporting aid of teaching and learning process as well as possible. By using the platform wisely, the students can achieve much better on speaking skill.

4. For the Institution.

For Faculty of Economy and Bussiness, University of Muhammadiyah Prof. DR. HAMKA, it becomes one of the instittution's goal in preparing students to compete in the real life by mastering English language especially speaking skill. Preparing students in having a good communication with others in English will help much this institution in achieving world class university.

REFERENCES

Bachman, F. Lyle. 2004. *Statistical Analyses for Language Assessment,* Cambridge: Cambridge University Press

Barkley, F. Elizabeth et al. 2010. Collaborative Learning Techniques. Jossey-Bass.

Best, W. John. 1977. Research in Education. Third Education.

Bouchard, Margaret. 2005. *Comprehension Strategies for English Language Learners*. NY: Scholastic Inc.

D. P. Harris. 1974. *Testing English as a Second Language*. Newyork : McGraw Hill Book Company

Brown, H. Douglas. 2004. *Language Assessment Principles and Classroom Practice*, New York: Pearson Education.

Gardner, R. C. 1985. *Social psychology and second language learning. The role of attitude and motivation.* London; Edward Arnold.

Julian and Garton. 2009. *From Experience to Knowledge in English Language Teaching.* Oxford : Oxford University Press.

Lewis, R Aiken. 1999. *Personality Assessment Method and Practice.* USA : Hogrefe & Huber Publisher.

Nunan, David. 1991. *Research Methods in Language Learning*. Cambridge: Cambridge University Press.

Nunan, David. 1999. *Second Language Teaching and Learning*. Boston.

Richards, J. C. and Renandya. 2002. *Methodology in Language Teaching. An Anthology of Current Practice.* Cambridge University Press.

Risnawati. 2013. *The Effect of Using Think-Pair-Share Technique in Increasing Students Speaking Ability on Descriptive Text.*

Roswati et al. 2014. Journal English Language Teaching (ELT) volume 2 no.1. *Improving Students' Speaking Skill by Using Think-Pair-Share Strategy.*

Sampsel, Ariana. 2013. *Finding The Effect of Think-Pair-Share on Students Confidence and Participation.*

S, Wilson. 1983. *Living English Structure*. London : Longman.

Toomnan, Parichart. 2015. Vol. 5. P 1151. *The Impacts of Attitude towards Speaking English on the Use of Communication Strategies by English Majors in Thailand.*

Zeinivand, Tayebeh et al. 2015. *The Relationship Between Attitude and Speaking Proficiency of Iranian EFL Learners : The Case of Darresher.*

Attittude Qustionnaire

SPEAKING	How important is it for you to perform these tasks well in English ?				How well can you perform these tasks in English ?			
	Not important	Quite important	Very important	Essential	Not at all	Not well	Quite well	Very well
1. Asking questions in class								
2. Answering questions in class								
3. Speaking in groups								
4. Speaking and listening								
5. Speaking to class (e.g. Reporting results)								
6. Giving presentations								
7. Discussing academic problems								
8. Discussing personal problems with staff								
9. Working with other students								
10. Practical speaking (e.g. Telephone)								
11. Speaking in oral exams								
12. Speaking accurately								
13. Pronunciation								
14. Speaking fluently								
15. Other speaking activity (please specify)								

1. Pronunciation	95-100 (5)	Has a few trace of foreign accent
	85-94 (4)	Always intelligible, though one is conscious of a definite accent
	75-84 (3)	Pronunciation problems necessity concentrated listening and occasionally lead to misunderstanding
	65-74 (2)	Very hard to understand because of pronunciation problem must frequently be asked to repeat
	Below 65 (1)	Pronunciation problem to severe as to make speech virtually
2. Grammar	95-100 (5)	Makes few (if any) noticeable errors of grammar or word order
	85-94 (4)	Occasionally makes grammatical or word order which do not, however, obscure meaning
	75-84 (3)	Makes frequent errors of grammar and word order which occasionally obscure meaning
	65-74 (2)	Grammar and word orders make compehension difficult. Most often word order so severe as to make speech virtually intelligible
	Below 65 (1)	Rephrase sentences and or restrict to basic pattern in grammar
3. Vocabulary	95-100 (5)	Use of vocabulary and idiom is virtually that of native speaker
	85-94 (4)	Sometimes uses inappropriate term and or must rephrase ideas because of lexical inadequacies
	74-84 (3)	Frequently uses wrong word; conversation somewhat limited because of inadequate vocabulary
	65-74 (2)	Misuse of words and very limited vocabulary make comprehension quite difficult
	Below 65 (1)	Vocabulary limitation so extreme as to make conversation virtually

		impossible
4. Fluency	95-100 (5)	Speech as fluent and effortly as that a native speaker
	85-94 (4)	Speed of speech seems to be slightly effected by language limitation
	75-84 (3)	Speed and fluency are rather strongly affected by language limitation
	65-74 (2)	Usually hesitant; often forced into silence by language limitation
	Below 65 (1)	Speech is so halting and frgmentary as to make conversation virtually impossible
5. Comprehension	95-100 (5)	Appears to understand everything in that difficulty
	85 – 94 (4)	Understand nearly everything at normal speed, although occasional repitition may be necessary
	75 – 84 (3)	Understand most of what is said at slower than-normal speed with repitition
	65 – 74 (2)	Has great difficulty following what is said or comprehend only "social conversation" spoken slowly and with frequent repitition
	Below 65 (1)	Cannot be said to understand even simple conversation English

Pre-Test and Post-Test Transcript

Pre-test

1. Aldi & Adit

Aldi : Hello Adit

Adit : Hello Aldi. How are you ?

Aldi : I'm fine thank you and you ?

Adit : I'm fine too

Aldi : what your activities each day ?

Adit : I'm work from 7 a.m to 3 p.m and half hours

Aldi : Where do you college ?

Adit : I'm school on UHAMKA University

Aldi : oh man we are one campus, why I never saw you ?

Adit : we maybe different majors in did you what majors ?

Aldi : I'm majors in economist, did you majoring in ?

Adit : I'm majoring in Indonesia, sorry Aldi I'm actually want to (ti) talk longer (lonjer) with you, but I'm a lecture now

Aldi : ok no problem, see you again

Adit : see you too

2. Nurul & Agra

Agra : Hi Nurul, how are you today ?

Nurul : I'm very good. What are you bringing ?

Agra : I'm bringing some orange with

Nurul : Are you going to the market every morning ?

Agra : no, I go to market on every four days, what are you doing Nurul ?

Nurul : I want to sleep, every morning I

Agra : by the way do you clean the this his also ?

Nurul : yes I also do that all about

Agra : I help my mom to cook and carrying my sister after that I get ready (ridi) to go to school

3. Ria & Ita

Ita : Hi Ria

Ria : Hi Ita

Ita : How.. how are you ?

Ria : I'm fine, how about you ?

Ita : I'm not good

Ria : why ?

Ita : because I'm boring now

Ria : What are you doing now ?

Ita : I'm working

Ria : ow, where is your work place ?

Ita : my work address is on ciputat raya street

Ria : oo, ok, eee, what time are you going to college ?

What time are you going to college ?

4. **Surya & Fauzan**

Surya : Hello Bro, how are you ?

Fauzan : I'm fine, how about you ?

Surya : I'm fine, thank you. Where are you going ?

Fauzan : I will go to my office.

Surya : your office ? where your office ?

Fauzan : my office at blok m square building, where you...... where you go now ?

Surya : I'm too, I'm go to office too.

Fauzan : where your... where your office (opis) ?

Surya : my office at ratu plaza tower eeeee near by fx sudirman, in your office what are you doing ?

Fauzan : I'm a sales marketing in my office

Surya : great (greet)

Fauzan : eee what you doing in your office (opis) ?

Surya : I'm a barista, I'm make a coffee, I'm a coffee addicted

Fauzan : oh ya ? I so like coffee likea robusta coffee

Surya : oh seriously, you must come to my coffee shop. Ok bro, I must to go to my office.

Fauzan : ok, thanks for today, see you again

Surya : see you have a nice day

Fauzan : you too

5. Wahyu & Harris

Wahyu : Hi Harris, why do you collecting **** stamp ?

Harris : oh ee hi hi wahyu, I'm collecting this stamp for my collection

Wahyu : what do you mean ?

Harris : yes, actually my hobby is collecting stamp

Wahyu : why do you like collecting (colleksting) stamp ?

Harris : because I like to see the unique picture of the stamp, how about you, what is your hobby ?

Wahyu : I think I don't have hobby, should we have a hobby ?

Harris : not really (reli), but in our life we must have something we like most which is call hobby

Wahyu : so hobby is a pleasure then I think I have a hobby now (n0)

Harris : of course, so what is your hobby ?

Wahyu : I like to road (read)comic detective conan

Harris : that is your hobby reading comic, do you have all of detective conan collection ?

Wahyu : yes I do, I have ever go to the black market because the original marke

Harris : so

6. Wulan & Rosma

Wulan : Hi Rosma, how are you today ?

Rosma : Hi Wulan, I'm fine, how about you ?

Wulan : I'm fine too, I heard that you working now Rosma ?

Rosma : Yah, I'm working, how about you ?

Wulan : I'm studying at UHAMKA University

Rosma : Wow that's great (grit) what kind of subject do you learn ?

Wulan : I'm studying with subject management

Rosma : What time do you go to Campus ?

Wulan : I'm usually go to Campus at 7 a.m until 2 p.m, where do you working Rosma ?

Rosma : I'm working at PT Kebayoran Inda Jaya Utama with a position accounting,

Post-Test

1.Adit & Aldi

Aldi : Hello Adit

Adit : Hello Aldi, how are you ?

Aldi : I'm fine and how about you ?

Adit : I'm fine thank you, what your activities each day ?

Aldi : I work from 7 am to 3 pm followed by lecture

Adit : where do you study ?

Aldi : I study in UHAMKA

Adit : what do you what majors ?

Aldi : I'm majoring in accounting classes at night, and what do you what majors ?

Adit : I'm majoring at (it) economy

Aldi : sorry Adit, I actually want ti to talk about a lot of things with you

Adit : ok no problem

Aldi : see you next time Adit

Adit : see you too Aldi

2.Fauzan & Surya

Surya : Assalamu'alaykum Fauzan

Fauzan : Wa'alaykum Salam Surya

Surya : How are you ?

Fauzan : I'm fine, how about you ?

Surya : oh I'm so good, you look so excited now eh may I know your daily activities, Fauzan ?

Fauzan : of course, I usually get up at 4 a.m

Surya : 4 a.m seriously ? did too morning ?

Fauzan : of course ee I ee I'm I always I always pray subuh prayer

Surya : after you pray subuh ? what do you do ?

Fauzan : I take a shower and then I dresses ee after that I'm going to my office (opis)

Surya : eeh how do you go to your office ?

Fauzan : eeh I'm going to my office (opis) with my bicycle

Surya : hahaha you ride a bicycle ?

Fauzan : yes of course

Surya : your so healthy hahaha

Fauzan : oh no I think I think ee motorcycle not bicycle sorry sorry

Surya : you're so funny man haha

Fauzan : I'm kidding, how about you Surya ? I want ee may I know your daily activity ?

Surya : eeh of course but eeh I same with you I get at 4.30 a.m, I pray subuh, I take a shower, I breakfast (brikfes) and I will go to my office at 6.30, hhm ok Fauzan by the way this time for I.....for me go to my office

Fauzan : ok Surya, ee me too I will go to my office (opis), see you later

Surya : see you again

Fauzan : bye

Surya : bye, Assalamu'alaykum

Fauzan : Wa'alaykum Salam

3.Ita & Ria

Ita : Hi Ria

Ria : Hi Ita

Ita : How are you ?

Ria : I'm fine, how about you ?

Ita : I'm fine too eeh what do you do after you get up in the morning ?

Ria : after I get up, I wes, wash my face take wudhu and fajr prayer

Ita : what else ?

Ria : after it, I take a shower then I have breakfast and I always check my phone, when the mother was away, I keep my mother after that I was sweeping, mopping and cleaning the house

Ita : Did you do it everyday ?

Ria : yes, everyday, if you, what are your activities after work ?

Ita : at, at 5 p.m I go to home, I take a shower and maghrib prayer then I go to college

Ria : oh I see, what you take to college and where is your work place ?

Ita : usually by motorcycle at Pondok Pinang Raya street

Ria : it so far from your house

Ita : yea, that right

Ria : ok, see you tomorrow Ita

Ita : see you too Ria

Ria : bye

Ita : bye

4.Rosma & Wulan

Wulan : Hi Rosma, how are you today ?

Rosma : I'm fine Wulan, how are you ?

Wulan : I heard that you working now Rosma

Rosma : yes I am, I'm working at PT. Kebayoran Indah Jaya Utama

Wulan : what time do you go to your office (ovice) ?

Rosma : I usually go to my office at 8 a.m until 5 p.m and how about you ?

Wulan : I'm studying at UHAMKA University with subject management

Rosma : wow that's great (grit) what time you usually go to your campuss ?

Wulan : I'm usually go to campuss at 6 until 9 p.m

Rosma : wow.... by the way my position in my work is accounting

Wulan : wow that's great (grit), that's mean you are follow your subject in your high

school ?

Rosma : yes, I am

Wulan : are you study again in the evening ?

Rosma : yes I'm study again at UHAMKA University

Wulan : what subject the do you learn ?

Rosma : I'm studying with major (mayor) accounting

Wulan : wow, that's great (grit) by the way good luck for your career and your study Rosma

Rosma : thank you Wulan, you too

5.Nurul & Agra

Agra : Hi Nurul, how are you ?

Nurul : Hi Agra, I'm fine and you ?

Agra : I'm fine too, thank you. Nurul, how about your routines ?

Nurul : my routines, it's okay, Iwake up at 5 a.m, take a bath, breakfast (brikfes) and praying

subuh , I help my parents, I go to campuss or career, out of pleasure, simple and

be grateful, how about you ?

Agra : oh yea, I usua, I usually wake up at 5 a.m (i.m) same with you but I should work and I

work until 5 p.m and then go to college (koleg) study with my friends, enjoy the day, that's it

Nurul : it's great Agra, I hope you healthy always

Agra : aamiin, thanks you Nu, thank, thanks Nurul, ok I must go to, I must go, thanks for

today Nurul

Nurul : I hope we can meet again

Agra : yes, nice to meet you too

6. Wahyu & Harris

Wahyu : Assalamu'alaykum Harris

Harris : Ya, Wa'alaykum Salam

Wahyu : how are you today ?

Harris : I'm so good and you

Wahyu : I'm too

Harris : Why you absent at the class last night ?

Wahyu : oh I'm sorry I was very busy (basi) yesterday

Harris : why ?

Wahyu : because I have a lot of job at office everyday

Harris : oh you are very busy (basi)

Wahyu : and you what are you doing everyday ?

Harris : if there is no activity usually I play game or only play music

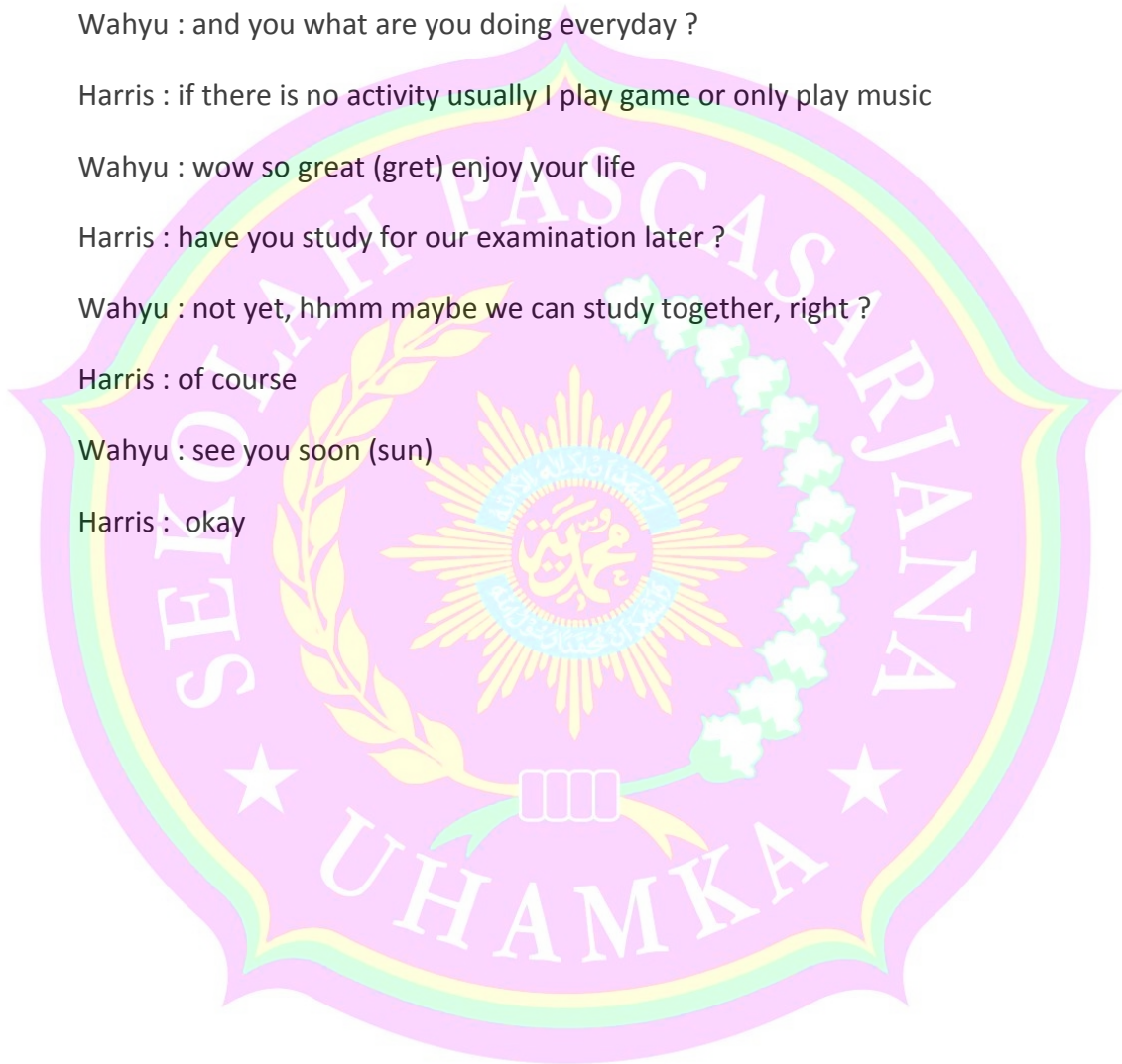Wahyu : wow so great (gret) enjoy your life

Harris : have you study for our examination later ?

Wahyu : not yet, hhmm maybe we can study together, right ?

Harris : of course

Wahyu : see you soon (sun)

Harris : okay

UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA

SEKOLAH PASCASARJANA

Jl. Warung Buncit Raya No. 17, Pancoran Jakarta Selatan 12790
Telp. (021) 79184063, 79184065 Fax. (021) 79184068
Email : sekolahpascasarjana@uhamka.ac.id, www.uhamka.ac.id

Nomor   : 002/B.04.02/2017
Lampiran : ---
Perihal : *Izin Penelitian*

09 Jumadil Awal 1438 H
06 Februari   2017 M

Yang terhormat,
Dekan Fakultas Ekonomi dan Bisnis
Jl. Raya Bogor No. 2 Ciracas, Kota Jakarta Timur
Daerah Khusus Ibukota Jakarta, 13830

Assalamualaikum warahmatullahi wabarakatuh,

Pimpinan Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA mohon kepada Bapak/Ibu kiranya berkenan memberikan izin Penelitian kepada mahasiswa kami :

Nama   : **RIZQA ZIDNIA**
NIM   : 1408066096
Program Studi   : Pendidikan Bahasa Inggris
Jenjang Pendidikan : Strata Dua (S2)
Semester   : Gasal
Tahun Akademik   : 2016/2017

yang bersangkutan bermaksud memperoleh data dalam rangka menyusun tesis sebagai salah satu syarat penyelesaian Studi Magister di Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA dengan judul :
"The Application Of Think-Pair-Share and Students' Attitude On Students' Speaking Skill at The Faculty Of Economy and Business In The University Of Muhammadiyah Prof. DR. HAMKA".

Demikian permohonan ini kami sampaikan. Atas perhatian dan perkenan Bapak/Ibu kami menyampaikan terima kasih.

Wabillahittaufiq wal hidayah,
Wasalamualaikum warahmatullahi wabarakatuh.

a.n.Direktur
Kaprodi Pend. Bhs. Inggris,

Hamzah Puadi Ilyas, Ph.D

Tembusan Yth :
Direktur (Sebagai laporan).

FAKULTAS EKONOMI DAN BISNIS

SURAT KETERANGAN

Nomor : 237 /J.02.03/2017

Asslamu'alaikum warahmatullahi wabarakatuh.

Pimpinan Fakultas Ekonomi dan Bisnis Universitas Muhammadiyah Prof. DR. HAMKA menerangkan bahwa :

Nama	:	**RIZQA ZIDNIA**
N I M	:	1408066096
Program Studi	:	Pendidikan Bahasa Inggris S2
		Universitas Muhammadiyah Prof.DR.HAMKA
Judul tesis	:	*"The Effect of Tink-Pair-Share and Studenst' Attitude On Students' Speaking Skill at The Faculty Of Economy and Business In The University Of* Muhammadiyah Prof. DR.HAMKA.

benar telah melaksanakan uji coba instrumen penelitian di Fakultas Ekonomi dan Bisnis Universitas Muhammadiyah Prof. DR. HAMKA.

Demikian surat keterangan ini dibuat, agar yang berkepentingan menjadi maklum.

Wabillahittaufiq wal hidayah.
Wassalamu'alaikum warahmatuilahi wabarakatuh.

Jakarta, 16 Jumadil Awal 1438 H.
13 Februari 2016 M.

Dekan,

Nuryadi Wijiharjono,SE.,MM.

SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Yang bertandatangan dibawah ini:

Nama   : Rizqa Zidnia

NIM   : 1408066096

Program Stud   : Pendidikan Bahasa Inggris

                        Sekolah Pascasarjana

Judul Tesis   : The Application of Think-Pair-Share and Students' Attitude
                        on Students' Speaking Skill at the Faculty of Economy and
                        Business in the University of Muhammadiyah Prof. DR.
                        HAMKA

Demi Allah, dengan ini saya menyatakan bahwa:

1. Tesis ini merupakan hasil karya sendiri, bukan plagiat dari karya orang lain
   atau dibuatkan oleh orang lain
2. Tesis ini disusun dengan mengacu kepada norma-norma etika penelitian
3. Jika pernyataan ini ternyata tidakbenar, saya mempersilahkan Sekolah
   Pascasarjana untuk mencabut ijazah dan gelar saya.

Demikian surat pernyataan ini saya buat dengan sebenarnya untuk diketahui oleh
pihak-pihak yang berkepentingan.

Jakarta, 23 Februari 2017

METERAI
TEMPEL
CF1E9AEF831895441
6000
ENAM RIBU RUPIAH

Rizqa Zidnia

CURRICULUM VITAE

Rizqa Zidnia was born in Jakarta on December 19, 1991. She is the last child of the best couple, H. Supriadi Karsim, S.Ag. and Hj. Sri Murni Mulyaningsih, SMph. She has two brothers, they are Auliya Khasanofa, M.H. and Eky Nurdiniawan, and also one sister Dinna Kamaliya, SE. She has graduated from Elementary School 18 in 2002, graduated from Junior High School 61 in 2005, graduated from Senior High School in 2008 and graduated her study of *Sarjana Pendidikan Bahasa Inggris* in 2013 at the University of Muhammadiyah Prof. DR. HAMKA. She has been teaching English since 2009 up to now in different institution from kindergarten up to High School.