**IMPROVING STUDENTS` SPEAKING SKILLS AND CHARACTERS**

**THROUGH THINK, PAIR AND SHARE :**

**( A CLASSROOM ACTION RESEARCH at JUNIOR HIGH SCHOOL**

**3 MRANGGEN, DEMAK IN THE ACADEMIC YEAR OF 2010 – 2011)**

****

**A Thesis**

**in Partial Fulfillment of the Requirements**

**for Master Degree in Linguistics**

**Prihariyani**

**A4C009014**

**POST GRADUATE PROGRAM**

**DIPONEGORO UNIVERSITY**

**SEMARANG**

**2011**

**IMPROVING STUDENTS` SPEAKING SKILLS AND CHARACTERS**

**THROUGH THINK, PAIR AND SHARE :**

**( A CLASSROOM ACTION RESEARCH at JUNIOR HIGH SCHOOL**

**3 MRANGGEN, DEMAK IN THE ACADEMIC YEAR OF 2010 – 2011)**

****

**A Thesis**

**in Partial Fulfillment of the Requirements**

**for Master Degree in Linguistics**

**Prihariyani**

**A4C009014**

**POST GRADUATE PROGRAM**

**DIPONEGORO UNIVERSITY**

**SEMARANG**

**2011**

**INCREASING STUDENTS` SPEAKING SKILLS IN TEACHING**

**IMPROVING STUDENTS` SPEAKING SKILLS AND CHARACTERS**

**THROUGH THINK, PAIR AND SHARE :**

**( A CLASSROOM ACTION RESEARCH at JUNIOR HIGH SCHOOL**

**3 MRANGGEN, DEMAK IN THE ACADEMIC YEAR OF 2010 – 2011)**

A Thesis

Submitted by :

Prihariyani

A4C009014

Approved by

Advisor,

Dr. Suwandi, M.Pd

NIP. 195208151983031003

Master Program in Linguistics

Secretary,

Dra. Deli Nirmala, M.Hum

NIP. 196111091987032001

**IMPROVING STUDENTS` SPEAKING SKILLS AND CHARACTERS**

**THROUGH THINK, PAIR AND SHARE :**

**( A CLASSROOM ACTION RESEARCH at JUNIOR HIGH SCHOOL**

**3 MRANGGEN, DEMAK IN THE ACADEMIC YEAR OF 2010 – 2011)**

Submitted by

Prihariyani

A4C009014

VALIDATION

Approved by

Srata II Thesis Examination Committee

Master Degree in Linguistics

Postgraduate Program Diponegoro University

On

Chairman

Dr. Suwandi, M.Pd …………………………..

NIP. 195208151983031003

First Examiner

Dr. Anggani Linggar Bharati, M.Pd …………………………..

NIP 195901141989012001

Second Examiner

Dr. Sunarwoto …………………………..

Third Examiner

Drs Suharno, M.Ed …………………………..

**ACKNOWLEDGEMENT**

Praise be to God the Almighty, who has given strength and true spirit so this thesis on ‘Improving Students` Speaking Skills and Characters Through Think,Pair And Share: ( A Classroom Action Research at Junior High School 3 Mranggen, Demak In The Academic Year Of 2010 – 2011)`came to a completion. On this occasion, the writer would like to thank all those people who have contributed to the completion of this research report.

The deepest gratitude and appreciation are extended to Dr. Suwandi, the writer’s advisor who has given his continuous guidance, helpful correction, moral support, advice and suggestion, without which it is doubtful that this thesis came into completion.

The writer’s deepest thank also goes to the following :

1. Prof. Dr. Sudaryono, S.U., the head of Master Program in Linguistics

of Diponegoro University Semarang.

1. Dra. Deli Nirmala, M.Hum., the Secretary of Master Program in linguistics of Diponegoro University Semarang.
2. Dr. Dwi Anggani Linggar Bharati, M.Pd, Drs Sunarwoto, M.S.,M.A , M.Pd, Drs.Suharno, M.Ed., as the members of this thesis examination committee.
3. All lecturers of Master Program in applied Linguistics of Diponegoro University who have enlarged her knowledge for several years.
4. Atika Islami, S.Pd and Siti Musarokah, S.Pd, Alosius Andre,Sasongko Sularno and the writer`s friends in Master Program in Linguistics of Diponegoro University Semarang.
5. Ambar Kurniasih and Ahlis as the administration staff of Master Program in Linguistics of Diponegoro University Semarang.
6. Drs Durachman, MM, MH, the headmaster of Junior High School 3 Mranggen Demak.
7. Rukiyah, S.Pd, Suranto, A.Md, Tri Wahyu Widayati, S.Sos, S.Pd , Munir and Fajarini and the writer`s colleagues who have given support to do this thesis.
8. The writer`s students of Pilot International Standard Junior High School 3 Mranggen Demak.
9. The writer`s beloved husband, Syaefuddin and the writer`s children, Rita Ayu Nindiasari and Adam Reza Pahlevi.
10. The writer`s parents, Antonius Hari and Kasmi and siblings.
11. The writer`s parents’ in law Suratno and Ngatmi .

The writer realizes that this thesis is still far from being perfect. Corrections, comments, and criticism, are accepted for the improvements of this thesis.

Finally, the writer expects that this thesis will be useful to the reader who wishes to learn something about Think, Pair and Share technique and to understand a little bit more about Action Research.

Semarang, August 5, 2011

The Writer

**CERTIFICATION OF ORIGINALITY**

The writer hereby declares that this submission is the writer`s own work and that, to the best of the writer`s knowledge and belief, this study contains no material previously published or written by another person or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.

Semarang, August 5, 2011

Prihariyani

**TABLE OF CONTENT**

COVER i

TITLE ii

APPROVAL iii

VALIDATION iv

ACKNOWLEDGEMENT v

CERTIFICATION OF ORIGINALITY vii

TABLE OF CONTENT viii

ABSTRACT xi

CHAPTER I INTRODUCTION

1. Background of the Study 1
2. Statement of the Problems 3
3. The Aim of the Study 4
4. Significances of the Study 4
5. The Organization of Writing 6

CHAPTER II LITERARY REVIEW

1. Previous Study 7
2. Background Concept and Theories of Think Pair And Share 9
3. Speaking Competence 10
4. The Use of Think Pair and Share 13
5. Teaching Speaking 13

2.4.1.1. Using Minimal Responses 13

2.4.1.2. Recognising Scripts 13

2.4.1.3.Using Language to talk about language 14

1. Think, Pair and Share 15
2. The Position of Speaking Skills in School Curriculum (KTSP\_Kurikulum Satuan Pendidikan) 24
3. Aspects in Learning 29

2.5.1.1.Bloom’s Taxonomy of Cognitive Domain 29

2.5.1.2.Affective Domain 32

2.5.1.3.Pychomotoric Domain 33

1. Paedagogical Basement of Cultural Education and National Character 36

CHAPTER III RESEARCH METHOD

1. Research Design 46
2. The Subject of this Research 53
3. Research setting 53
4. Data Source 53
5. Research Procedure 54

3.5.1.Cycle 1 54

3.5.2.Cycle 2 55

3.5.3.Cycle 3 56

1. The Instrument of Data Collection 58
2. Data Analysis 60
3. Schedule of the Research 61

CHAPTER IV FINDING AND DISCUSSIONS

1. Research Findings 62
2. Cycle 1 62
3. The Students` Speaking Score 63
4. The Students` Activity in Cycle 1 69
5. The Character Building in Cycle 1 74
6. Cycle 2 77
7. The Students` Speaking Score 79
8. The Students` Activity in Cycle2 83
9. The Character Building in Cycle 2 89
10. Cycle 3 92
11. The Students` Speaking Score 93
12. The Students` Activity 3 99
13. The Character Building in Cycle 3 106

CHAPTER V CONCLUSION AND SUGGESTION

* 1. Conclusion 109
  2. Suggestion 110

REFERENCES 111

APPENDIX

**ABSTRACT**

The writer is the English teacher of class 8-1 SMPN 3 Mranggen, in the academic year of 2010-2011.The 8-1 here is the parallel class of 8 that consists of 8-1 up to 8-8.

The writer finds that some students got bad scores in speaking so that the writer tries to find a technique to teach speaking. The problems of this speaking lesson are some students feel afraid and shy to speak English, some students do not show their activity , and do not show good characters such in speaking lesson such as responsibility, curiousity, being proud of Indonesia, friendship and appreciate other people`s achievement.

That is why the writer wants to improve students` speaking skills, students` activity and students` character in teaching speaking through Think, Pair and Share .

This research aims at improving the students’ English speaking skills and character to the 8-1 students of SMP 3 Mranggen in the academic year 2010 / 2011, a class room action research by using Think, Pair and Share technique.

Classroom Action Research (CAR) was conducted at the 8-1 students of Pilot International Standard School 3 Mranggen in the academic year of 2010 / 2011 in three cycles to achieve the indicators of success of 75, and the number of students as sample is 22 students.

The result of the speaking test showed that the average score of the students in cycle1, cycle2 and cycle3 was increasing that is 71, 76 and 80 respectively. Besides, out of 22 students,14 ( 64% ) in cycle1, 8 students ( 36%) in cycle2, 3 students (14%) failed. The writer used giving opinion through reading from the students` work in their books in cycle 1 and the number of the failed students was 14 next the writer changed the task through making advertisement by their own creation in cycle 2 and the number of the failed students decreased to 8 students, and in cycle 3, the writer asked the students to down load the subject and shared their works in front of the class the students who failed became 3 students. It showed us that Think, Pair and Share can improve students` speaking score. Also, the activity of the students increased; 14 students (64%) in cycle1, 17 students (77%) in cycle2, and 22 students (100%) got active. The students got active in cycle 1 through the activity of giving opinion about someting they read the case and write their opinion, discuss their result with their partner and share in front of the class, the number of the active students was 14 students. In cycle 2 students got more active by making advertisement by themselves , finding partner to discuss about their work and shared their works in front of the class and the number of the active students became 17 students. In cycle 3 the activity of the students improved through the activity of of down load advertisements from the internet and discussed with their partners and shared their works in front of the class and the number of the active students was 22 students. It means that Think , pair and share can improve the the writer`s students activity in speaking. The result of the implication of character building in teaching speaking through Think, Pair and Share suggests that in cycle1, 2 and 3, 14 students (64%), 18 students (82%) and 22 students (100%) respectively showed good characters. In cycle 1 only 14 students showed their good characters such as responsibility, curiousity, love of Indonesia ,friendship and appreciate other people`s works. But in cycle 2, 17 students showed their good characters of responsibility, love of Indonesia ,friendship, democracy and appreciate other people`s works. And in cycle 3, 22 or all of students showed their good characters of responsibility, curiousity, love of Indonesia ,friendship and appreciate other people`s works. It means that Think , pair and share can improve the the writer`s students good characters in speaking.

This research implies that the average score of students` speaking test,the number of active students and the number of students having good characters gradually rose.

Therefore, Think, Pair and Share can be applied as one alternative techniques to teach speaking for Junior High School students. Hopefully this teaching can also be used to overcome the problems in teaching speaking with the

topic Short Functional Text ` Advertisement`.

Key Words : Classroom Action Research, Think, Pair and Share, Speaking’s Skills, Character Building

**INTISARI**

Penulis adalah guru bahasa Inggris kelas 8-1 SMPN 3 Mranggen, Demak Tahun Ajaran 2010 – 2011. Kelas 8-1 adalah kelas paralel dari kelas 8 yang terdiri dari kelas 8-1 samapai kelas 8-8.

Penulis menemukan bahwa beberapa murid mendapatkan nilai jelek dalam pelajaran berbicara sehingga penulis mencoba mencari sebuah tehnik untuk mengajar berbicara. Permasalahan – permasalahan dalam pelajaran berbicara ini meliputi beberapa hal: murid merasa takut dan malu berbicara dalam Bahasa Inggris, beberapa murid tidak menunjukkan keaktifan dalam pelajaran berbicara dan beberapa murid tidak menunjukkan karakter yang baik dalam pelajaran berbicara seperti tanggung jawab, cinta Indonesia, persahabatan, demokrasi dan meghargai karya orang.

Itulah alasan penulis ingin memperbaiki ketrampilan berbicara murid, aktifitas murid dan karakter murid dalam pelajaran berbicara dengan tehnik Berpikir, Berpasangan dan Berbagi.

Penelitian ini bertujuan untuk meningkatkan ketrampilan berbicara bahasa Inggrisdan karakter murid kelas 8 semester 2 SMPN 3 Mranggen tahun ajaran 2010 – 2011,dengan menggunakan tehnik Berpikir, Berpasangan, dan Berbagi.

Penelitian Tindakan Kelas ( PTK ) dikelas 8-1 Rintisan Sekolah Bertaraf Internasional 3 Mranggen tahun ajaran 2010- 2011 dilakukan dalam 3 siklus untuk memenuhi standar minimal 75, dari 22 sample murid.

Hasil dari tes berbicara menunjukkan bahwa rata – rata nilai murid pada siklus 1, siklus 2, dan siklus 3 berturut – turut meningkat yaitu 71, 76 dan 80. Penulis menggunakan pemberian pendapat melalui membaca tugas anak dari buku tugas mereka disiklus 1 Selain itu, dari 22 murid. Disamping itu , dari 22 murid, 14 (64%) pada siklus 1,8 murid (36%) pada siklus 2, 3 murid (14%) tidak tuntas. Penulis menggunakan materi pemberian pendapat dengan membacakan pendapat anak dari buku merekapada siklus1 dan jumlah yang tidak tuntas adalah 14 murid kemudian penulis mengubah materi dengan membuat iklan secara tertulis di buku tugas mereka jumlah anak yang tidak tuntas menjadi 8 , dan pada silkus 3 penulis meminta murid untuk mendown load iklan dari internet dan menyampaikannya di depan kelas, jumlah murid yang tidak tuntas menjadi 3 murid. Hal ini menunjukkan bahwa Think, Pair and Share dapat me

Keaktifan anak juga meningkat ; 14 murid (64%) pada siklus 1, 17 murid (77%) pada siklus 2, dan 22 murid (100%) menjadi aktif. Hasil dari penerapan pembentukan karakter dalam pengajaran berbicara melalui tehnik Berpikir, Berpasangan dan Berbagi menunjukkan bahwa pada siklus 1, 2 dan 3, 14 murid (64%), 18 murid (82%) dan 22 murid (100%) berturut – turut menunjukkan karakter baik.

Penelitian ini menunjukkan bahwa rata – rata nilai tes berbicara, murid – murid yang aktif dan jumlah murid yang mempunyai karakter baik secara bertahap meningkat.

Oleh karena itu, Berpikir, Berpasangan dan Berbagi dapat diterapkan sebagai salah satu tehnik alternatif untuk mengajar berbicara pada murid Sekolah Menengah Pertama.

Harapan kami tehnik ini dapat digunakan untuk mengatasi permasalahan – permasalahan dalam pengajaran berbicara pada teks fungsional pendek `iklan`.

Kata Kunci : Penelitian Tindakan Kelas**,** Berpikir, Berpasangan dan Berbagi, ketrampilan Berbicara, Pembentukan Karakter.