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Journal of English Language and Education (JELE), to appear twice a year (in June and December) for lecturers, teachers and students, is published by the Unit of Scientific Publishing and Intellectual Property Rights, Mercu Buana University of Yogyakarta. This journal welcomes articles which have never been published elsewhere and are not under consideration for publication in other journals at the same time. Articles should be original and typed, 1.5 spaced, about 10-20 pages of quarto-sized (A4), and written in English. For the brief guidelines, it is attached in the end of this journal.

PREFACE

The challenges in the educational field trigger the researchers in the attempt of improving the education quality in Indonesia particularly, dealing with the methods and media used as well as the sources. *Journal of English Language and Education (JELE) Vol.2, No.1* provides articles which share ideas that hopefully they can give contribution to the education betterment by its new findings. This journal contains seven articles concerning on English language teaching and literature. They are categorized into content analysis, English syllabus, English literature, and techniques to teach English that aims to improve the quality of English learning.

We would like to thank to the contributors who have already participated in sharing the idea towards this journal. We would like also to express our sincere thanks to all members of editorial board who have worked hand in hand in creating this journal. We hope that this fine collection of articles will be beneficial and valuable to stimulate a further research.

Yogyakarta, June 2016

Editor

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THE EFFECTIVENESS OF THINK-PAIR-SHARE IN IMPROVING ENGINEERING DEPARTMENT STUDENTS SPEAKING SKILL

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Abstract

This research was conducted based on the students' ability that was low in speaking which gave negative impact toward students' final score. This problem was caused by some factors; one of them was the technique of teaching that only focused on the teacher. As a result, the students were not active in teaching learning process. Research method that was used in this research was a quasi-experiment with pre-test post-test control group design. Technique of teaching applied was Think Pair Share. The population of this research was the eleventh grade English department students of SMK Pelayaran Putra Samudera Yogyakarta in academic year 2015/2016 with the total number of students was 50. The sample of this research was XIA with 25 students as experimental class and XIB with 25 students as control class, that were chosen by using purposive sampling. Instrument used in collecting the data was speaking test. The result of the test was analyzed by using t-test. From that test, it was found that t-calculated was higher than t-table, where t-calculated was 3.624 and t-table was 2.011. Thus, H_0 was rejected and H_a was accepted. As conclusion there was significant improvement of Think Pair Share Technique applied toward students' speaking skill at the eleventh grade English department students in academic year 2015/2016.

Keyword: Think Pair Share, experimental study, speaking skill

INTRODUCTION

Speaking is one of the four skills that is taught in teaching English. Through speaking, students can express their feeling and express what they want to say to the listener in spoken form. It also gives the students a chance to express their ideas and opinions with others. When the students want to speak, they have to think about what is going to be spoken and have to consider some of language components like vocabulary, grammar, pronunciation and fluency to be accepted in giving and responding the information. Moreover, speaking as a language production is considered as difficult subject for

students because the students are not only required to speak and share ideas into spoken form, but they should also be able to understand the meaning of the words they speak. In fact, the students have many ideas, opinion or experience but they cannot express, explain or describe into the spoken form. Richard (2008) stated that a large percentage of the world's language learners study English in order to develop proficiency in speaking. This is caused by the functions of speaking that cover many aspects of human interaction, such as expressing ideas and opinions, expressing a wish or a desire to do something, negotiating, solving a particular

problem, establishing and building social relationship and friendships, maintaining business or other professional reasons. Those are just a few reasons why people may wish to speak, and then it seems fair to assume that speaking skills play a large part in this overall competence. Most of students do speaking activity to fulfill the requirement of speaking assignment. If the teachers do not give them any tasks to do like doing exercise, practicing dialogue/conversation, the students will do nothing to improve their speaking skill. This indicates that students are not interested in their speaking and also think speaking is difficult subject for them.

Ideally, the students of Senior High School should be able to speak English appropriately since they have already got English lesson for years. The students should be capable to build an interactive communication each other to express meaning either formal or informal conversation in the context of daily life. However, in the real condition, some students of SMK Pelayaran Putra Samodera are not able to speak English well. Based on pre-observation, the speaking inability of students comes from several factors; those are the lack of vocabulary, the lack of self-confidence and the lack of ideas to speak. Students are often reluctant to speak because they do not have self-confidence and they are not pushed to express themselves in front the other students. Especially, when the teacher asks them to give personal information or opinion, most of them

still take a long time to think the ideas on their mind. Based on the real condition, adequate speaking task that enable to encourage students speaking skill must be given. One of the technique that can be carried out by the teacher to teach speaking is Think Pair Share.

In dealing with English teaching and learning orientation in vocational school or SMK, where the English language teaching process is demanded to be taught communicatively and functionally, the English teachers are hoped to make the students possess communicative skills in English as a foreign language. The students are required to possess English competencies which are relevant to the job opportunities both in Indonesia and global setting. The students learn English through the process of communicating in it, and that communication must be designed as the meaningful contexts and functional situation (Dikmenjur, 2007).

Think Pair Share is a technique developed by Lyman and Associates (1985) to provide students with: “food of thought” on given topic, to formulate an individual opinion and share their ideas with another student. Think Pair Share is chosen because it has some advantages for learning speaking, such as: 1) gives time for the students to think about a problem/topic, 2) enhances students oral communication through critical thinking, and meaningful interaction, 3) helps and promotes students become subject of learning, and 4) builds the democratic situation where the students are free to suggest and give

their argumentation. Rejecting and accepting ideas can be done through this method. Therefore, in this case the writer suggests that Think Pair Share will be one of a good teaching technique. This technique can help the students in speaking by sharing ideas in pairs and in a group. There are several steps in implementing Think Pair Share, as follows: a) teacher begins by giving the topic and some general questions about the topic; b) teacher asks the students to think individually about the problem posed; c) the students discuss and share idea, here the students will compare their thought to get the ideal opinion; finally, each pair share their ideas with other groups one by one. In this activity there is no student who dominates in discussing because they will have an opportunity to share their ideas.

METHOD

In this research the researcher focuses on a teaching technique. There are a lot of teaching technique used in teaching speaking, such as role play, telling story, and presentation. The researcher conducts an experimental research to

find the effectiveness of Think Pair Share in teaching speaking. Think Pair Share is used as the independent variable, while presentation is in control group.

In this research, the target population or the subject of the research is the eleventh grade engineering department students of SMK Pelayaran Putra Samodera in academic year 2015/2016 located in Gamping, Sleman, Yogyakarta. The eleventh grade consists of 2 classes with 25 students for each class. For this study the researcher took out 2 classes, they were XIA as the experimental class and XIB as control class subject involved for this study.

This research is categorized as an experimental study (Arikunto 1998:20) and to analyze the data, the researcher used quasi experiment study. In general, quasi-experiment involves the types of intervenes or specific treatment and comparison. One kind of designs that is classified into quasi-experiment is “pre-test, post-test control group design”. This design is experiment that is done with a pre-test before treatment and post-test after treatment. This below is the procedure in quasi—experiment:

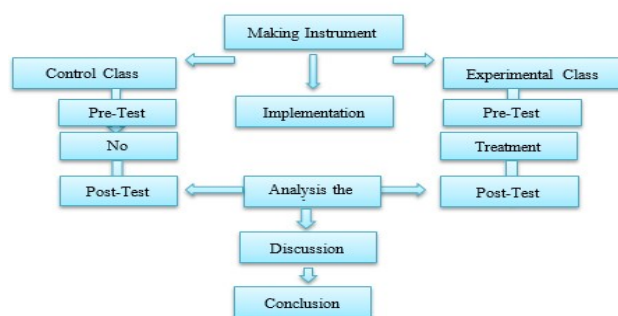


Figure 1. The Procedures of Quasi-Experiment

FINDINGS AND DISCUSSION

Based on the observation, interview, test and documentation, these below were the result

of pre-test and post-test from experimental class and control class:

Table 1. The Result of Experimental Class

No	Name	Score pretest	Score posttest
1.	Advendi Kurniawan	70	79
2.	Agus Puji Nugroho	63	70
3.	Agus Sulisty	66	70
4.	Aji Prabowo Santoso	70	75
5.	Amin Setiyono	63	70
6.	Angga Eko Saputra	60	70
7.	Arii Budiyanto	66	70
8.	Bagus Banendro	70	79
9.	Dicky Winurseto	66	75
10.	Dwi Ikwantoro	66	75
11.	Febrian Sombo	66	75
12.	Feri Prabowo	60	70
13.	Heru Utomo	56	70
14.	Ikhsan Rudy Saputra	66	75
15.	Janua Asnan	70	75
16.	Jerico Putera	66	75
17.	Lucky Ari Miyono	63	70
18.	Muhamad Dhaka	70	75
19.	Muhamad Eko Aji	60	70
20.	Nuky Triana	70	83
21.	Rakhul Afrizal	70	79
22.	Ramadan Alfajri	70	79
23.	Ridlo Nico Fadilah	70	75
24.	Wahyu Hidayah	66	70
25.	Zaenul Ilyas	66	62

Based on the result of post-test above, the researcher found the highest score was 83 and the lowest score was 62. There was one student who got 83, four students got 79, nine students got 75, ten students got 70, and one student got

62. It means that between pre-test and post-test in experimental there was score improvement from 65.96 to 73.44.

Table 2. The Result of Control class

No	Name	Score pretest	Score post test
1.	Adi Surya Noviantoro	60	70
2.	Ahmad Yogi Rio Vendi	63	70
3.	Aldo Vincent Parera	66	70
4.	Angga Adi Saputra	76	83
5.	Arda Ariyanto	63	66
6.	Arief Rahman Septiano	63	58
7.	Bayu Pradita	63	70
8.	Dimas Rekar Cipta N	66	70
9.	Edy Iswanto	66	75
10.	Eko Dimas Pinandito	66	66
11.	Endro Kiswanto	73	58
12.	Eryc Sativa	63	62
13.	Hardi Try Kurniawan	66	70
14.	Herlan Prasetyo	73	62
15.	Hinggis Greogorius	66	66
16.	Ibnu Hidayat	63	70
17.	Isnan Nurhadi	63	70
18.	My Andrian	70	70
19.	Nanang Budiyanto	70	83
20.	Nanda Bagas Riyadi	66	58
21.	Raka Ady Zumarnis	66	70
22.	Reno Jatmiko	70	70
23.	Rivan Agus Saputra	60	66
24.	Rudi Darmawan	60	58
25.	Taufiq Hidayat	60	70

Comparison between Experimental Class and Control Class

Table 3. Statistical Description

	Experimental Class		Control Class	
	Pre-test	Post-test	Pre-test	Post-test
Mean (M)	65.96	73.44	65.64	68.04
Median (Me)	63	75	63	63
Modus (Mo)	66	70	66	66
Standard deviation (SD)	168.78	191.97	140.61	174.57
Variance (V)	25516.86	36852.48	19771.17	30474.68

Based on the Table 4.3, the result of pre-test scores of the experimental class and control class, the researcher found that the mean score was 65.96; the median was 63; the modus 66;

SD was 168.78; the variance was 25516.86. While the mean score of control class was 65, 64; the median was 63; the modus is 66; the

standard deviation was 140.61; and the variance was 19771.17.

The result of post-test scores of the experimental class, the researcher found that mean score was 73.44; the median was 75; the modus was 70; the SD was 191.97; and the

variance was 36852.48. Whereas, in the control class, the researcher found that mean score was 68.04; the median was 63; the modus was 66; SD was 174.57; and the variance was 30474.68.

Table 4. The Differences of Mean and Standard Deviation

Test	Mean	Standard Deviation
	Experimental Class	
Pre-test	65.96	168.78
Post-test	73.44	191.97
	Control Class	
Pre-test	65.64	140.61
Post-test	68.04	174.57

Based on the table above. it can be concluded that SD from experimental class was less than SD from control class. It means that the test was homogen. Therefore, there was a significant difference between experimental class who was taught by using TPS techniques and control class who was taught without using without using TPS technique.

Here is the statistical computation.

a). Pre-test

- Experimental class

Na : 25
 $\sum x_a^2$: 378.9625
 Ma : 65.96

- Control class

Nb : 25
 $\sum x_b^2$: 454.0656
 Mb : 65.64

The rate differences between two classes were:

$$t = \frac{Ma - Mb}{\sqrt{\frac{\sum x_a^2 + \sum x_b^2}{Na + Nb - 2} \left[\frac{1}{Na} + \frac{1}{Nb} \right]}}$$

$$= \frac{65.96 - 65.64}{\sqrt{\frac{378.9625 + 454.0656}{25 + 25 - 2} \left[\frac{1}{25} + \frac{1}{25} \right]}}$$

$$= \frac{0.32}{\sqrt{\frac{833.0281}{48} [0.08]}}$$

$$= \frac{0.32}{\sqrt{[17.35] [0.08]}}$$

$$= \frac{0.32}{\sqrt{30.10}}$$

$$= \frac{0.32}{1.38}$$

$$= 0.231$$

b) Post test

- Experimental class

Na : 25
 $\sum x_a^2$: 484.4625
 Ma : 73.44

- Control class

Nb : 25
 $\sum x_b^2$: 857.3625
 Mb : 68.04

- The rate differences between two classes were:

$$\begin{aligned}
 t &= \frac{M_a - M_b}{\sqrt{\left[\frac{\sum X_a^2 + \sum X_b^2}{N_a + N_b - 2} \right] \left[\frac{1}{N_a} + \frac{1}{N_b} \right]}} \\
 &= \frac{73.44 - 68.04}{\sqrt{\left[\frac{484.4825 + 897.8825}{25 + 25 - 2} \right] \left[\frac{1}{25} + \frac{1}{25} \right]}} \\
 &= \frac{5.4}{\sqrt{\frac{1841.825}{48} [0.08]}} \\
 &= \frac{5.4}{\sqrt{[27.95] [0.08]}} \\
 &= \frac{5.4}{\sqrt{2.23}} \\
 &= \frac{5.4}{1.49} \\
 &= 3.624
 \end{aligned}$$

The result above was checked from the t-table with 95% level of reliability or 5% level of significance. The procedures of analyzing the post-test were similar to the requirement used in pre-test. There was a significant difference between experimental class and control class if the result of t-test was higher than t-table. If the result of t-test was less than or equal than t-table, it was not significant. The t-table with degree of freedom (N-2) = 48 is 2.011 while the result of t-test was 3.624. It showed that t-test was higher than t-table.

Through the computation and the research finding, it can be declared that Think Pair Share is more effective. The use of Think Pair Share is strongly suggested since the students do not only get a better result of their speaking, but also enlarge students' vocabulary. Students are motivated to do the speaking activity through this technique. This method will give the students time to practice the target language and to reflect themselves. The students will be very active, busy, and challenged to deliver their idea and practice comprehensively.

CONCLUSION AND RECOMMENDATION

Based on the research findings, it can be concluded as follows: 1) teaching English using Think Pair Share showed that there was improvement and it could be said that the score achieved the criteria of minimum completeness, 2) teaching English without using Think Pair Share showed that the score was not improved and it was under criteria of minimum completeness, 3) the result of the effectiveness of teaching speaking by using TPS technique was calculated the t-test score in both of classes showed that there was a significant difference between experimental class and control class. The students of experimental class gained better average scores than students of control class.

Based on the conclusion, the researcher proposes some suggestions which may be useful for the teacher, students, and other relevant researcher. The English teacher can use Think Pair Share in teaching speaking in SMK Pelayaran Putra Samodera Yogyakarta. Hopefully by using Think Pair Share the students will get improvement in speaking skill. And for the other next relevant researcher, the method can be an alternative way for the next researcher as reference for the relevant research issues.

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**NOTES FOR
CONTRIBUTORS**

Submissions are invited in the following categories:

Manuscript must be a research article that may be submitted by mail, fax, or e-mail. The entire manuscript should be 1.5 spaced on A4 paper, 10-20 pages in length (including references, tables, notes); preferably submitted with its standard formatted for MS Word in 12-point Times New Roman font. Tables and figures (in JPEG or GIFF format) should be set out in separate pages. Number tables and figures and provide captions. Identify where these should appear in the text with an insertion point.

The article should be systematically arranged as follows: (a) title, (b) full name of the contributor with no academic title, institution and email address, (c) abstract (150-250 words), (d) keywords (5 words), (e) introduction covering the background, review of related literature, purpose and scope, (f) methods, (g) findings and discussion, (g) conclusion and suggestion, and (h) references.

All references cited should be listed alphabetically at the end of the article. Here are some examples.

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Journal Article when each issue begins with p.1:

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