

**STUDENTS' PERCEPTION ON THE USE OF THINK- PAIR –SHARE
STRATEGY IN SPEAKING CLASS**

A THESIS

Submitted By:

YUYUN AFRILLIANI

(231324256)



EDUCATION AND TEACHER TRAINING FACULTY

AR-RANIRY STATE ISLAMIC UNIVERSITY

DARUSSALAM - BANDA ACEH

2018 M / 1439 H

THESIS

Submitted to Faculty of Education and Teacher Training
Ar-Raniry State Islamic University Darussalam Banda Aceh
In partial fulfillment of the requirements for Sarjana Degree (S-1) on
Teacher Education

By

YUYUN AFRILLIANI

**Student of Faculty of Education and Teacher Training
Department of English Language Education
Reg. No: 231324256**

Approved by:

Main Supervisor,

Co-Supervisor,


Dr. Syarwan Ahmad, M.Lis
NIP:1960111819881001


Mulia, M.Ed
NIP:197810132014111001

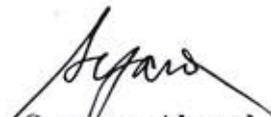
**It has been defended in Sidang Munaqasyah in front of the Council
of Examiners for Working Paper and has been Accepted
in Partial Fulfillment of the Requirements for
Sarjana Degree S-1 on Teacher Education**

On:

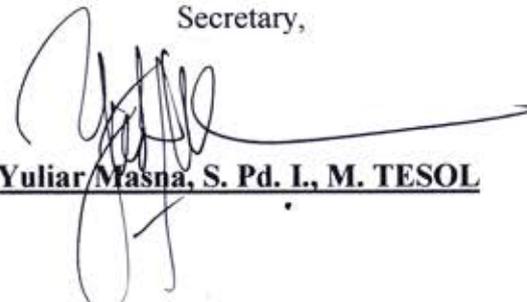
**Tuesday, February 6th, 2018
Jumadil Awal 21th, 1439 H**

Darussalam-Banda Aceh

Chairperson,


Dr. Syarwan Ahmad, M. Lis

Secretary,


Yuliar Masna, S. Pd. I., M. TESOL

Member,


Mulia, M. Ed

Member,


Alfiatunnur, S. Pd. I., M. Ed

Certified by:

✓ The Dean of Faculty of Education and Teacher Training 
Ar-Raniry State Islamic University




Dr. Mujiburrahman, M.Ag

NIP 197109082001121001

ACKNOWLEDGMENT

Bismillahirrahmannirrahim.

First of all, I would like to express my gratitude to ALLAH swt, who gives me the strength and health to finish this thesis. Greeting, praying, and loving, I present to our beloved prophet Muhammad saw, his families and companions.

In this occasion, I would like to extend my sincere gratitude to Mr. Dr. Syarwan Ahmad, M.lis and Mulia., M, Ed,. for their kindness to be my supervisors and advisors, and also for their guidance and valuable suggestions. In addition, I would like to acknowledge my academic supervisor Mr. Dr,Syarwan Ahmad, M.lis, appreciation is also addressed to the head of English Language Education department of Faculty, all lectures and staffs especially at English Department and generally in UIN Ar-Raniry.

Above of all, I could say nothing but express the incredible and unbounded thanks to my beloved parents, Marzuki, and Siti Sundari, who always support me in every ways wisely and patiently. I also dedicated this graduation to my beloved brothers Wahyu Rizki Saputra, Aulia Rizki who always support me both financial and moral.

Finally, my greatest gratitude to all my lecture and friends at The Faculty of Educatio and Teacher Training, especially to Mrs. Fitriyah and my beloved friends at Unit 4 that I cannot mention one by one. As well I am grateful to Mrs. Azizah, and Mr Mulia., M Ed the English lecturer where I conducted the research for their cooperation. The last but not least, my dearest supporter, Kauna Riska

Yanti Amd., Nurul Aulia S.Ked., Mauliana Syafmita, Cut Tarri Aulia, and Wirma Suhud who motivate and help me to finish my study in UIN Ar-raniry immediately.

At last, I realize that thesis is still far from perfection. Therefore, corrections, constructive criticisms, and suggestions from the readers are welcomed to complete this thesis.

May Allah bless us forever

Banda Aceh, 26 December, 2018

The research

LIST OF CONTENTS

ACKNOWLEDGEMENT	i
LIST OF CONTENTS	iii
LIST OF TABLE	v
LIST OF APPENDICES	vi
DECLARATION OF ORIGINALITY	vii
ABSTRACT	viii

CHAPTER I : INTRODUCTION

A. Background of Study	1
B. Research Question.....	4
C. The Aim of the Study.....	4
D. Terminology	4
E. Organization of Study	5
F. Signification of Study	6

CHAPTER II : LITERATURE REVIEW

A. Type of Cooperative Learning.....	7
B. Think Pair Share	9
1. The Nature of Think Pair Share.....	9
2. The purpose of Study	10
3. Step of Think Pair Share.....	10
4. Benefit of TPS	12
C. Nature of Speaking	14
1. Type of Classroom Speaking	15
2. Micro-Macro Skill of Speaking	17
3. The difficulties of Speaking.....	18
D. Previous Study	20

CHAPTER III : RESEARCH METHODOLOGY

A. Brief Description of Field Reserch	22
B. Research Design.....	24
C. Populasi & Sample.....	25
D. Reserch Instrument	26
E. Tehnique of Data Collection	27
F. Method of Data Analysis	27

CHAPTER IV : DATA ANALYSIS

A. Research Finding	29
B. Discussion	36

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusions	37
B. Suggestions	38

BIBLIOGRAPHY

APPENDICES

AUTOBIOGRAPHY

LIST OF TABLES

Table 4.1 List of Respondents.....	29
Table 4.2 Respondents' Perception.....	30
Table 4.3 The Difficulties of learning speaking.....	33

LIST OF APPENDICS

- I. Appointment Letter of Supervisor
- II. Recommendation Letter of Conducting Research from Faculty of Education and Teacher Training
- III. Confirmation Letter of Conducted Research from English Department
- IV. Questionnaires sheets
- V. Instrument
- VI. Autobiography



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email: pbi.fbk@ar-raniry.ac.id, Website: http://pbi.ar-raniry.ac.id/

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini :

Nama : Yuyun Afrilliani
NIM : 231324256
Tempat/Tgl. Lahir : Banda Aceh 13 April 1995
Alamat : Ajuen Lamhasan
Judul Skripsi : Students' Perception on The use of Think Pair Share Strategy in Speaking Class

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar/benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya

Banda Aceh, 30 / January / 2018

Saya yang membuat surat pernyataan,



Yuyun Afrilliani

ABSTRACT

Students Name : Yuyun Afrilliani
Student Reg No : 231324256
Title of Skripsi : Students' Perception on The Use of Think Pair Share Strategy in Speaking Class
Main supervisor : Dr. Syarwan Ahmad, M.lis
Co Supervisor : Mulia, M.Ed
Keywords : Perception Think-Pair-Share Strategy in speaking.

The purpose of this study by students of English Department of Ar-Raniry State Islamic university to know the student's perception on using of think pair share strategy in speaking class. Qualitative analysis was used to interpret the study, participant, and responses to interview questions. The researcher found that all participants had similar perception and point of few on using TPS strategy including importance being active in the speaking class. The researcher employed one technique of collecting data that is interview. The interview was distributed to 10 participants from unit 1 and unit 7 as interviews. Population is the first year students of English department. Having conducted the data, the results are that the using of TPS, indicated that there were positive perception on the use of TPS Strategy there are, can motivate students in speaking class, boost their confidence, and make the students enjoyable in learning speaking process and helped the students to solve their problem with their own pair what have the lecture gave. It can conclude that the use of *Think Pair Share Strategy* in speaking class helped the learning speaking process.

CHAPTER I

INTRODUCTION

A. Background of Study

Teaching speaking becomes the highest concern in learning language. It cannot be denied as one factor to motivate students in speaking. There are strategies of learning involved in the ability to speak. Speaking is one of skill in English that has to be learned by learners because, a good speaker is defined as people who have ability to speak well then the listener can get the point of what the speaker say. According to Brown (2000), there are six categories of speaking, such as: imitative, intensive, responsive, transactional, interpersonal and extensive.

Brown (2001) defines speaking or conversation as “collaborative forms where participants in this term are involved in a process of negotiation of meaning”. The importance in speaking is how to deliver ideas well and make the listener understands of what the speaker says. Students must increase their knowledge and self-confidence when they try to communicate with foreigners that means the students can share any ideas.

In speaking a foreign language, there are many factors that have to be concerned by the learners. One of the factors is confidence this factor influenced the learners in mastering speaking skill. It inspires the students to achieve their

goals. Dornyei (2001) suggests that the ways to promote student's self-confidence were through providing an experience of success, encouraging the pupils and reducing anxiety. The learners have to be enthusiastic in achieving the goals of learning a foreign language to be a success in mastering well target language. Self-confidence is very important for the learners it is a crucial part in learning speaking skill. This factor can achieve teaching material and activities that can give enthusiasm, brave and stimulation to learners, when the teacher presents the material and ask the students to perform with their ideas, they will not monotonous in learning process. Dornyei, Clement, and Noels (1994) state self-confidence significantly contributes to the learner's willingness to communicate in a foreign language.

There are several problems in speaking skill that students' faces, such as, some of the students are unable to express their ideas in English, afraid of making mistakes and hard to memorize many grammatical formulas. Only a few of students are active to communicate in English. Based on the problems above as a researcher I want to introduce this strategy to the learners in the speaking class process will give the solution to the learners to increase their speaking motivation trough *Think-Pair-Share strategy*.

According to Lyman (1987), the *Think-Pair-Share-Strategy* is a strategy designed to provide students to think a given topic by enabling them to formulate individual ideas and share these ideas with another student. This strategy is developed by Lyman to encourage student classroom participation; the *think-pair-*

share strategy helps students to work in the group. In applying this strategy, the lecture poses a question, preferable one demanding analysis, evaluation, or synthesis, gives student about a minute to think through and appropriate response.

UIN Ar-Raniry Banda Aceh has nine faculties, and one of them is faculty of education and teacher training. This study focuses at English department students. Especially in speaking class. According to my experience the problem in the speaking class is similar to what I explain before such as the students unable to express their ideas in English, afraid of making mistakes and hard to memorize many grammatical formulas. Only a few of students are active to communicate in English the rest of the students are not confident to speak because they have not enough knowledge to speak.

Based on the explanation above, researcher is excited in conducting this study to motivate students in speaking class. It will push students to speak. This research specifies in teaching speaking by using *Think-Pair-Share*. The researcher believes that the lecturer will be able to motivate the students to apply the *Think Pair Share Strategy* in learning teaching process especially on speaking class because it will boost the students' confidence to speak up in front of public. Thus researcher is interested in doing a research about "student's perception on the use of think-pair- share- strategy in speaking class".

B. Research Question

Pertaining to the problems of speaking faced by students as stated in the background of the study, the researcher formulates the research question in this study as follows:

1. What are the students' perceptions on the Use of *Think Pair Share Strategy* in speaking class?

C. The Aims of Study

In the line with the research question, the aim of this research is:

1. To find out students' perceptions on the use of *Think Pair Share strategy* in speaking class.

D. Terminology

There are some terms in this research which should be defined in order to avoid misunderstanding; those terms are:

1. Think-Pair-Share

The *Think-Pair-Share-Strategy* is designed to provide students to think a given topic by enabling them to formulate individual ideas and share the ideas with other students. This strategy aims to help student increase their speaking skill through encouraging students to participate in classroom learning. This strategy works in the group during the studying process.

2. Speaking

Speaking is the action of conveying information or expressing one's feeling in speech (Oxford Advanced Learners Dictionary.) Speaking is an activity requiring the integration of many subsystems. In addition, Lazaraton (2001) Speaking is so much part of daily life that is taken for granted: an average person produces tens of thousands of words a day. As human beings, people speak at least one language (the language that they hear) as they grow up. Speaking is sharing information or feelings, perception and intentions to other people. Thus in speaking they exchange ideas into spoken words to inform to other people (Thornbury, 2006).

E. Organization of Study

This thesis consists of five chapters. Chapter 1, the introduction, consists of background of study, the research question, the aim motive research, the problem that needs to be solved, the significance of the research, and introduction of terminology used in this research.

Chapter II will explain some theories and research findings which are relevant research associated with problem addressed in this study ranging from the nature of think pair share strategy, the nature of speaking, types of classroom speaking, micro and macro speaking skill, the difficulties in speaking and also previous studies in learning speaking using think pair share strategy.

Chapter III, this chapter consists of sub points, including the research method, research design, population and sample, technique of data collection and method analysis and brief description of research location.

Chapter IV, the data would be analyzed in chapter. Indeed, the researcher would provide analysis and discussion result of interview by using descriptive qualitative. Chapter V comes up a summary and recommendation for future research.

F. Significance of study

The present study will give a significant contribution to the teaching of English by identifying some strategies of learning and will enhance literature or theories on student's perception about *Think Pair Shares Strategy* in speaking class process. For lecturer, it can help lecturer to use and apply various and interesting strategy during teaching and learning process. For university, it is expected that using this strategy can be an interesting strategy and stimulate the student. For students, it is expected that using think pair share strategy in learning can help them to motivate them to speak.

CHAPTER II

LITERATURE REVIEW

A. Type of Cooperative Learning

Many teachers find that initial efforts to set up cooperative learning groups run into a variety of problems that range from student resistance to inappropriate assignments. It may help to try a model that can provide organization and guidance. Here are some class activities in cooperative learning cited from SCIMAST (1994) and Knight (2009):

1. Think-Pair-Share

Students pair with a partner to share their responses to a question. Students are then invited to share their responses with the whole class. Arends (2008), states that there are three steps in TPS technique. Step one is thinking. The teacher gives a question or issue associated in the lesson and asks the students to spend a minute thinking alone about the answer. Step two is pairing. After that, the teacher asks the students to pair off and discuss what they have been thinking about. Step three is sharing. In the last step, the teacher asks the pairs to share the result of discussion in the whole class.

2. Jigsaw

Students are organized into groups with equal numbers of participants. Each group is given a portion of some larger task being covered during the class. A group of five is set up and each member of group learns different material. Each group works to learn their material so well that they will be able to teach it to

others. After each group has read and learned their portion of the material, the groups are reconfigured so that each new group has a participant from each of the previous groups. Then each member teaches the others his or her version of the material until everyone has taught their material and all the content has been covered.

3. Group Investigation

After the teacher presents an introduction to the unit, the students discuss what they have learned and outline possible topics for further examination. From this list of student-generated topics, each learning group chooses one and determines subtopics for each group member or team. Each student or group of students is responsible for researching his or her individual piece and preparing a brief report to bring back to the group. The group then designs a presentation (discourage a strict lecture format) and shares its findings with the entire class. Allow time for discussion at the end of the presentation. A class evaluation for each presentation can be an effective way of providing feedback to the groups.

4. Numbered Heads together

A team of four is established. Each member is given numbers of 1, 2, 3, and 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. The teacher calls out a number (two) and each two is asked to give the answer.

B. Think Pair Share

1. The nature of Think-Pair-Share

Think Pair Share is one of Cooperative Learning strategy developed by Lyman. This strategy aimed to help student increase their speaking skill effloresces through encouraging students to participate in classroom learning. In this case, it is speaking class. This strategy works in the group during learning teaching process.

Think pair share (TPS) according to Kagan (1994) as cited in Erlina (2015) is one of cooperative learning strategy that promotes and supports high order thinking. The teacher instruct student to think about a specific topic, pair with another student to discuss their ideas and share it with the group. In addition, Nur (2008) cited in Mondolang (2013) states that TPS is a cooperative learning structure that is very useful, because the teacher transferring a lesson, ordering students to think the teachers question. In TPS classing to discuss of the question. Finally, the teacher asks students to perform the result of discussion. *Think Pair Share* provides students the opportunity to think carefully and talk about what they have learned. The strategy requires an effort of the teacher to encourage a great deal of participation from student even the students avoid to try new strategy. The strategy includes several learning styles which in a greater amount of involvement and interaction from more students (ESA 6&7 2006). From the definition above, think pair based on cooperative learning that sets students to work in pairs. Therefore, they have opportunities to convey their idea and share the idea in whole class or in group.

2. The Purpose of Think Pair Share

This Think Pair Share strategy keeps all the students involved in class discussions and provide an opportunity for every student to share the answer to every question. This learning technique requires processing time and it enhances the deep of thinking. It takes the fear out of class discussion by allowing the students to think carefully about their answers and talk about them with partner before they are called on to perform. For insecure students to think carefully about their answer and talk about them with a partner before they are called on respond. For anxious or tentative students, this can help put them emphasis back on learning instead of on simply surviving class (Lyman, 1981). According to Lie (2008), there are some purposes of working in pairs. First, it increases the students' participation. Second, the students will have more opportunities to give their contribution. Last, it does not waste time to build a term.

C. Steps of Think Pair Share

According to Yerigan (2008) as cited in Azlina (2010), there are stages in the application of *Think Pair Share strategy*. It is described as follows:

1) Think individually

Each student thinks about the task that was given by the teacher. The teacher was arranged the pair for the students. The response should be submitted to the teacher before they continue working with their pair.

2) Pair with partner

The learners need to form pairs. The teacher needs to cue students to share their response with the partner. In this stage, each pair of students discusses their ideas about the task. From the result of the discussion, each pair concludes and produces their final answer.

3) Share to the whole class

The teacher asks each pairs to share the result of discussion or student responses, within each group, the rest the class, or with the entire class during a follow-up discussion. In this stage, the great discussion in order happens in which each pair facilitates class discussion in order to find similarities or differences towards the response or opinions from various pairs.

In line with Azlina and kagan (1994), states that there are five steps to apply TPS. First, the lecture decides on how to organize students into pairs, for examples: counting the heads, ABAB, male female, etc. Second, the teacher poses discussion topics or questions. Then, the teacher gives students at least 10 minutes to think on their own “think time”. Moreover, the lecture asks students to pair with their partner and share their thinking. Last, the teacher calls on a few students to share their ideas with the rest of the class.

From the explanation above, it can be concluded that the teacher gives students time to discuss a discussion topic or a question. Then, the students are divided into pairs and they have to share, discuss and convey the opinion with

pairs. Last, representative students share their ideas to the whole class or other pair.

D. The Benefit of TPS

1. For students

According to Banikowski and Mehring, 1999; whitehead, 2007 cited in Azlina (2012) there are some benefits of Think Pair Share some of TPS. Such as that TPS can improve students' confidence. Many students feel more confident when they discuss their assignment with their partners first before they have to speak in larger group in front of the class. Thinking becomes more focused when it is discussed with partner. The second is the user of timer gives all students the opportunity to discuss their ideas. This knowledge construction stage, the students will find out what they know and do not know which is very valuable for students. Therefore, students are actively engaged in thinking. From the opportunity, students will be more critical thinking to discuss and reflect on the topic. Students have an opportunity to share their thinking with at least one other student, thereby increasing their sense of involvement.

Last, the Think Pair Share strategy improves the quality of the students' responses. It enhances the students' oral communication skill as they have limited to discuss their ideas with another. Therefore the responses receives are often more intellectually concise since student have had a chance to reflect their ideas. From statement above, it can be concluded that TPS strategy has many advantages. They are; linking from students, improving students' confidences,

giving opportunities to share their ideas, promoting their critical thinking, and improving the quality of students' responses.

2. For lecturer

The advantages of TPS are not only for students but also for lecturer. By using the TPS strategy, lecturer can build an enjoyable atmosphere in the teaching and learning process. The lecturer creates new situation to make the students speak up. They motivate their students to be brave to express their ideas or feeling and to answer questions in the speaking class. Therefore, the classroom is not a silent class anymore since the students become active. Secondly, the lecturer can manage the classroom. It is not lecturer centered anymore. The lecturer considers the students as the center of teaching and learning process. It is not spending time to choose the students to answer the questions and ask them to share it in front of the class. The lecturer will be more creative in making new materials to be discussed in teaching and learning process. This strategy is not only gives students opportunity to observe the other students as they interact in pairs but also get an idea of whether all students understand the content if there are areas that need to be reviewed.

3. The Disadvantages of Think-Pair-Share strategy

The class can be noisy because it's a group discussion. This strategy may be time consuming if the class is big and the teacher cannot create an amusing classroom atmosphere. There is no equal participation, although each student

within the group has an equal opportunity to share. It is possible that one student may try to dominate.

4. The advantages of Think Pair Share Strategy

Students' confidence improves and all students are given a way to participate in class rather than the few who usually volunteer. Students are actively engaged in the thinking. More of the critical thinking is retained after a lesson if students have an opportunity to discuss and reflect on the topic. Many students find it safer or easier to enter a discussion with another classmate rather than with a large group. Students and teacher alike gain much clearer understandings of the expectation for attention and participation in classroom discussion

E. Nature of Speaking

Many definitions about speaking have been proposed by language expert. Speaking is a productive skill Sparrt et al. (2005). It involves using to express meaning to other people the essential components mentioned to exist are speakers, the listener, the message and response. In the process of speaking, the students have to pronounce words, use intonation and use stress properly because they are all connected to each other which the listener can get the message of conversation. In the respect, Nunan (2003) agrees with Spratt et al., that speaking is the productive oral skill and it consists of producing systematic verbal sounds to convey meaning. In addition, Harmer (2001) defines speaking as the ability to speak fluently presuppose not only knowledge of language features, but also the

ability to process information and language 'on the spot'. It needs the ability to assist in the management of speaking turns and non-verbal language. Therefore, spoken fluency is required to reach the goal of the conversation meanwhile, Brown (2004) defines speaking as productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy effectiveness of a test taker's listening skill, which necessarily compromises the reality and validity of an oral production test.

From the definition above, it can be concluded that speaking is one of productive skills in which it is used to communicate with other. It is not only producing words or sounds but also having a meaning. The purpose of speaking is to share knowledge, information and ideas.

1. Types of classroom speaking performance in designing speaking

Activities for foreign language teaching, it is necessary to recognize the different function of speaking performed in daily communication and the different purposes for which the students need speaking ability. According to Brown (2001) there are six categories of speaking, namely imitative, intensive, responsive, transactional, interpersonal and extensive.

1. Imitative

The imitative speaking performance, the students imitate a word or sentences. The learners practice intonation contour or try to pinpoint a certain vowel. The purpose of imitation is not for meaningful interactions but focusing on

some particular element or language form. The example of imitative speaking performance is drilling.

2. Intensive

The intensive performance is including any speaking performance the designed to practice some phonological or grammatical aspect of language. In addition Brown (2004) States that an intensive speaking performance is related to the production of short stretches of oral language to demonstrate the competence such as grammatical, phrasal, lexical, or phonological relationship (prosodic elements : intonation, stress, rhythm, juncture).

3. Responsive

Short replies are the example of standard greetings, simple requests and comments etc.

4. Transactional

The transactional language is an extended form of responsive language. The purpose of transactional is convey or to exchange specific information. A conversation is an example of transactional.

5. Interpersonal

The interpersonal (dialogue) tends to maintain social relationships better than exchange information. Some elements may involve in a dialogue such as a

casual register, colloquial language, emotionally charge language, slang, ellipsis, sarcasm etc.

6. Extensive

The extensive oral production can be in the form of reports, summaries, and speeches. It can be planned or impromptu.

2. Micro- and Macro- skill of speaking

Brown (2004) distinguishes between micro-skills and macro skills of speaking. The micro skills refer to producing the smaller chunks of language such of phonemes, morphemes, words, collocations, and phrasal units. Language such as phonemes, morphemes, words, collocations, and phrasal units, the macro-skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. Brown (2004) continues to explain micro and macro skills of oral productions as quoted below.

1. Micro Skills

Produce differences among English phonemes and allophonic variants. Produce chunks of language of different lengths. Produce English stress patterns, word in stressed and unstressed position, rhythmic, structure, and intonation contours. Produce reduced forms of words and phrases. Use an adequate number of lexical units (words) to accomplish pragmatic purposes. Produce fluent speech at different rates of delivery. Monitor one's own oral production use various strategic Devices-pauses, fillers, self- corrections, backtracking to enhance the

clarity of the message. Use grammatical word classes (nouns, verbs etc.), system (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms. Produce speech in natural constituents: in appropriate phrases, pause groups breathe groups, and sentence constituents. Express a particular meaning in different grammatical forms. Use cohesive devices in spoken discourse.

2. Macro Skills

Appropriately accomplish communicative functions according to situations, participants, and goals use appropriate style, registers, implicate, redundancies, pragmatic conventions, conversation rules, floor-keeping and floor-keeping and floor-fielding interrupting and other sociolinguistic features in face to face conversations. Convey links and connection between events and communicate such relations as focal peripheral ideas, events and feelings new given information, generalization, and exemplification. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how we'll your interlocutor in understanding you.

3. The Difficulties in Speaking

Speaking is difficult for many people. According to Brown (2001) the eight following characteristic of spoken language includes: Clustering fluent speech is phrasal not word by word. Learn can organize their output both

cognitively and physically through clustering. Redundancy the speaker has an opportunity to make meaning clearer through the redundancy of language. Reduced form Contraction, elisions, reduced vowels, etc. are special problem in teaching spoken English. Learners who never learn colloquial contraction sometimes speak too formal in casual context. They become bookish and unnatural performance variable. In spoken language, there is a process of thinking that allows manifesting a certain number of hesitations, pauses, backtracking, and correction. Some example of thinking time in English includes inserting fillers like uh, um, well, you know, I mean etc. hesitation phenomena are the most silent difference between native and nonnative speakers of language. Hesitation phenomena are the most salient difference between native and nonnative speakers of language. Colloquial language Students should be recognizable with words, idioms, and phrases and they practice to produce these forms. Rate of delivery is another salient characteristic of fluency. Teacher should help learners achieve an acceptable speed along with other attributes of fluency, stress, rhythm, and intonation. The stress-timed rhythm of spoken language and its intonation patterns convey important message in any communication forms Interaction having no interlocutor will rob the speaking skill components: one of them is the creativity of conversational negotiation.

F. PREVIOUS STUDY

There are some of previous studies about *think pair share strategy* used in speaking class or to improve students speaking ability. Generally, the researcher conducted the research by experimental. Contrasts to my study, the researcher is conducted to know the students' perception the used of *think pair share strategy* in speaking class.

Think-pair-share strategy is developed by Professor Frank Lyman at the University of Marland in 1981. This technique will help the students to promote their speaking skill since it gives the students opportunities to convey their ideas. It can improve the students' achievement in the teaching and learning process. There are some of previous studies have been conducted before.

Another research conducted by Erlinna Dewi Sanjani (2015). The research entitled "Improving Students' Speaking Ability Using Think-Pairshare of Cooperative Learning For the 8th Grade Students of MTsN Karangmojo" The data of the study were in the forms of qualitative and quantitative data. The qualitative data were obtained by observing the teaching and learning process and interviewing the students. Meanwhile, the quantitative data were acquired conducting through the pre-test, the progress test, and the post test. The validity of the data was obtained by applying democratic, dialogic, catalytic, and outcome validity. The results of this research show that the use of the Think-Pair-Share strategy was able to improve the students' speaking ability. Based on the qualitative data, applying Think-Pair-Share technique gave the students more chances to speak in English. The students became more confident to speak up

English. They actively participated during the teaching and learning process. The use of classroom English helped the students to be more familiar with English. The vocabulary practice and pronunciation drill also helped them to enrich their vocabulary knowledge and build their accuracy. The findings were also supported by result of the students' speaking scores. The mean improved from 58.55 in cycle I to in Cycle II. It indicated that there are considerable improvement in some aspects of speaking skill such as pronunciation and stressing, comprehension, grammar and vocabulary.

Another research conducted by Abdurrahman (2015). This study was designed as a collaborative classroom action research (CAR) such as planning, implementation, observation, and reflection (Kemmis & McTaggart, 1988). The research state that The findings in Cycle 1 was unsuccessful because the students' average scores was 74.18 and classroom atmospheres were "mid" that did not meet the criteria of success. Therefore, the implementation of the strategy was continued in cycle 2 by revising the plan. The students' average score in cycle 2 achieved 81.68 and classroom atmospheres were getting better. It means that the results in cycle 2 met the criteria of success and judged as successful. So, it can be stated that the *think-pair-share strategy* was effective to be implemented at STAIN Ternate in order to improve the students' speaking ability. From the previous study, the researcher would like to analyze about students preference of using think pair share in speaking class. It is similar to previous research but different in method.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher will explain every aspect used in the research method. The research methodology used is brief description of location, research design, population and sample, technique of data analysis.

A. Brief Description of Field Research

The Islamic university of Ar-Raniry was established on 5th of October 1963. It is located in Darussalam, Banda Aceh. The name of Ar-Raniry was taken from the name great scholar of Sultan Iskandar Tsani government period. His name is Syeikh Nuruddin Ar-Raniry. UIN Ar-Raniry which is currently headed by Prof. Farid Wajdi Ibrahim, MA as the rector, as an Islamic educational institution which has passed thousand scholars and some professors.

As an Islamic University, it is not only concerned with Islamic affairs but also concerned with general knowledge with some branches. There are nine faculties in UIN Ar-Raniry, namely Ilmu Tarbiyah dan Keguruan Faculty, Syariah dan Hukum Islam Faculty, Ushuluddin Faculty, Dakwah dan Komunikasi Faculty, and Adab dan Humaniora Faculty *Ilmu Sosial dan Pemerintahan* Faculty, *Ekonomi dan Bisnis Islam* Faculty, *Psikologi* Faculty, *Sains dan Teknologi* Faculty.

Tarbiyah dan Keguruan Faculty (Education and Teacher Training Faculty) is one of the faculties that has main goal to educate students to be pious moslem and Islamic educators who are capable of developing their knowledge in all education institution. *Tarbiyah dan Keguruan* Faculty has thirteen departments, such as; *Pendidikan AgamaIslam /PAI* (Islamic Teaching Department), *Pendidikan Bahasa Arab/PBA* (Arabic Department), *Pendidikan Bahasa Inggris/ PBI* (English Department), *Pendidikan Matematika/ PMA* (Mathematics Department), *Pendidikan Fisika/ PFS* (Physics Department), *Pendidikan Biologi/ PBL* (Biology Department), *Pendidikan Kimia/PKM* (Chemistry Department) *Manajemen Pendidikan Islam/ MPI* (Islamic Education Management), *Pendidikan Guru Madrasah Ibtidaiyah/PGMI* (Elementary School Department), *PendidikanGuru Raudhatul Athfal* (Early Childhood Education Department), *Pendidikan Teknik Elektro* (Electrical Engineering Education), *Bimbingan Konseling/BK* (Counseling Education), and *Pendidikan Teknik Informatika* (Informatics Engineering Education). In these departments, the students are educated to be educators who are professional and responsible in their knowledge for their student in future.

English department constitutes a favorite department that is chosen by students. Many of them gave the reason why they were interested to continue in this department. Besides, it is able to create intellectual generation, many alumni have worked in various field and some of them even obtained scholarship to pursue their further study aboard. Besides, the students who were graduated are able not only to be a teacher, but also an officer.

English Department which is currently headed by Dr.T.Zulfikar,S.Ag,M.Ed., 32 full-time lecturers and 35 part-time lecturers. In 2008, English department was awarded accreditation A from BAN-PT, so that is department progressively become a famous one not only in UIN Ar-Raniry, but also in Aceh. In addition, English Department has many programs and lectures provide for students during their study process. Speaking is one of the four major skills taught in English Department. It can help student to catch and comprehend what the native speaker said. To support this lesson, English department has some facilities, such as language laboratory to avoid disturbing that come from outside of the room, so that the process a full power of concentration to concentrate on speaking class.

A. Research Design

Research design is concerned with how the design is implemented and how the research is carried out. There are many types of research design could be implemented and conducting a study. The research design used in this research is descriptive qualitative research, and Hadi (1994) stated that in here just describing the situation the object/phenomenon without a view to take some conclusions generally. Prasetyo and Jannah (2008) stated that descriptive research is done give detail image about phenomenon. Suryabrata (2008) stated the aim of descriptive research to make systematical description, factual, and accurate about fact and the characteristic of population.

Based on definition and descriptions above, the researcher conducted descriptive research to know the students perception on the use of think pair

strategy in speaking class especially for basic speaking class with collect and accumulate the basic data in description way. It means to make description about the students' perception on the use of think pair share strategy in speaking class. So, this research is emphasized on trying to find out students' perception on the use of think pair share strategy in speaking class.

B. Population and sample

a. Population

Prasetyo and Jannah (2008) stated that population is all of phenomenon that would like to research. It is complete collection from a kind of elements but could be differences because their characteristics. Sugiyono (2012) added that population is the generalization of region that consist of: object/subject that have quality and characteristics those set by the researcher to study and then make it in conclusion. So in this research, population is the first year students of English department UIN Ar-Raniry Banda Aceh. The total number of them was 210.

b. Sample

When determining sample size for qualitative studies, it is important to remember that there are no hard and fast rules. There are no rules for size in qualitative research. It depends on what the researcher wants to know, the purpose of the study and practical factors. A qualitative study with 40 informants is a relatively large study. Generally qualitative studies have at least 10 informants (Hardon, 2001).

For ethnography, Morse (1994) suggests approximately 30-50 participants. For ground theory, Morse (1994) has suggested 30-50 interviewers; Creswell (1998) suggests only 20-30. For phenomenological studies, Creswell (1998) recommends five to 25 and Morse (1994) suggests at least six.

There are no specific rules when determining an appropriate sample size in qualitative research. Qualitative sample size may best be determined by the time allotted, resources available, and study objectives (Patton, 2000). Therefore, based on Creswell and Morse recommendation for phenomenological studies, this study has ten students as respondents.

C. Research instrument

In order to collect data. The research should be able to access the data that needs to be collected for study. Data can be gathered from a number of sources including written documents, records, workplaces, the internet, surveys or interview. Interview is used as the instrument for data collection in this study.

Interview is a systematic way of talking and listening to people and listening to people and another way to collect data from individuals through conversation. Cohen, Minion and Marrison (2000) defined the interviews as the ways for participants to get involved and talk about their views. In addition, the interviewees are able to discuss their perception and interpretation in regards to given situation. It is their expression from their point of view.

There are many types of interviews, which include: structured interviews, semi-structured interviews, and unstructured interviews (Kajornboon, 2005). The

researcher of this study tends to use semi structure interview in collecting data. Semi structured, interviews are non-standardized and are frequently used in qualitative. The researcher has a list of key question to be covered. There are 6 key questions are asked to respondents on direction of the interview. An interview guide is also used, but additional question can be asked. As additional point, record the entire interview is used to document to contents of the interaction. Then transcribe the text word and the transcribed text then becomes the data analyzed.

D. Technique of Data Collection

Interview were conducted as one of the techniques for data collection. Interview is a way of asking or giving information or exchanging idea of particular topic in a particular meeting that two or more people gathered as the meaning of response to communication (Sugiono, 2009). The researcher used semi- structured interviews where questions are prepared beforehand but not asked systematically. This allows respondents to answer freely and may provide greater insight to the topic broached upon.

The six questions prepared were related to students' perception of think-pair-share strategy in learning English. The interviews were recorded, each lasting about 15-20 minutes for each student.

E. Pocedure of Data Analysis

The data obtained from interview will be analyzed through qualitative data analysis. Thematic content analysis is applied in analyzing the data. It aims to find

common pattern across a data set. The researcher adopted steps in analyzing qualitative interview proposed by Cohen, Manion, and Morrison (2007).

a. Transcribing the tape recording

After collecting data, the researcher needs to re-listen to audio and read transcripts a few times

b. Coding (labeling) the whole transcribed text

Manually, the researcher codes interesting features of data in a systematic fashion across the entire data set.

c. Seeking for and naming the themes

This is the active process. The researcher finds the themes and describes the themes in way captures the essence of theme

d. Reviewing themes to make sure they fit the data.

Those 'candidate themes' have to be reviewed. They are candidates because some may not have enough data to support them, or researcher wants to merge or separate themes or even remove certain themes.

e. The write-up (creating a coherent narrative)

The analytic narrative is provided as the report of interview findings.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter presents and discusses the finding result of students' perception on the use of *Think Pair Share Strategy* in speaking class.

A. Research Findings

- a. The researcher has selected ten students from two units;

Table 4.1 List of Respondent

No	Initials	unit	Sex	Interview Date
1	FR	1	Female	November 11th ,2017
2	GN	1	Female	November 11th ,2017
3	PP	1	Female	November 11th ,2017
4	DL	1	Female	November 11th ,2017
5	IL	1	Male	November 11th ,2017
6	RS	7	Female	November 15Th,2017
7	RB	7	Male	November 15Th,2017
8	AU	7	Male	November 15Th,2017
9	IK	7	Male	November 15Th,2017
10	LT	7	Female	November 15Th,2017

Based on the research question, researcher found several learning points on students' perception towards TPS strategy in speaking class which includes the benefits and difficulties faced by students which motivate or deter students from speaking in class.

a. Students' Perception on Using Think Pair Share Strategy

Based on the interview, students from both units share similar perceptions on using Think Pair Share. Most participants agreed that using TPS helped and motivated them to learn speaking. For example, students were able to work in pair, discuss and solve the problem before presenting it to the class.

Table 4.2. Respondents' Perception

Respondent	Perception
PP	learning speaking process is easier
GN	Confident
DL	Opportunity to speak
IL	Opportunity to speak up
RM	To be more active
LT	To be more confident
ML	Learning speaking process is easier
SA	Increasing vocabulary, to be more confident
RY	Learning speaking process is easier

b. Simplified the Process of Learning Speaking

According to the interviews, most respondents agreed that using Think pair Share strategy allow them to learn to speak easily. Students believed that by giving a chance to think about the topic that they will speak on would motivate them to speak in front of the class easily. Therefore, the Think Pair Share strategy induces of a more conducive environment in speaking class. This is evident from the extracts of the interviews below,

PP stated:

“Yes, because at that time lecturer has divided students in pair and gave the issue that to be discussed with his partner. So everyone can speak and Working with group was really enjoyable. We can practice the conversation together.”

The respondent stated that using *think pair share strategy* makes the process of learning to speak easier because the lecturer has divided students into pairs to discuss the topic with each other. This gives each student a chance to participate in the discussion, therefore making class time enjoyable. Students are able to practice conversing and exchanging I deals with each other.

Besides, RM stated:

“...by using Think Pair Share strategy it's good and important, because TPS makes students more active, can be shared in groups and given the problem for each and shared to the other; maybe it helps students to be more active.”

The respondent stated that using *think pair share strategy* is good and important, because this strategy allows students to participate actively in class as they are able to share their ideas, and each one of them are given a chance to solve the problem.

Based on the responses of the participants, it can be concluded that TPS strategy makes it easier for students to learn to speak.

c. The Difficulties of learning speaking

According to all participants, they faced similar difficulties using TPS such as the lack of vocabulary, being afraid to make mistakes in grammar, feeling nervous and not confident when speaking in front of the class. This is understandable as students are in their freshman year and have limited vocabularies and less understanding of grammar rules.

Table 4.3. The Difficulties of learning speaking

Respondent	The Obstacles
FR	Lack of vocabs, afraid to make mistakes in grammar when speak.
GN	Loosing ideas when speak.
PP	Vocab and broken grammar
IL	Lack of vocabulary
RM	Lack of vocabulary,
LT	Confidence
MI	Lack of vocabulary, and hard in making sentences
SA	Vocab and pronoun.
RY	Braveness and confidence

In this case, FA stated:

“The obstacle in speaking are the lack of vocabs, and afraid to make mistakes in grammar when we speak.”

The respondent also stated that if he has difficulties learning speaking, due to a lack of vocabulary, and is afraid to make mistakes in grammar when he speaks. The respondent also added that the strategy is helpful to improve their vocabulary, and fix their grammatical error while they are discussing in the pairs.

Besides, DL and RB argued:

“... I often feel nervous in front of public and lack of vocabulary, maybe because we are still in the first grade.”

The respondents also stated that they feel nervous speaking in front of public due to the lack of vocabulary since they are still in the first semester. Therefore, this strategy is really helpful to improve their vocabulary and help them overcome their fear of speaking up as they are able to practice it first in pairs before sharing their ideas in front of the class.

From the explanation of the students, it can be concluded that students faced some difficulties of the learning. By knowing the difficulties it hoped that the lecturers could help solve this problem by paying more attention towards ways to improve students' interest in learning speaking.

d. Motivating them to learn speaking by using TPS

Based on the interview results all of the students who participated in this research felt that they were motivated to speak up when the TPS strategy was employed in class. This strategy has allowed them to gain more confident in speaking.

Such LT said:

“It motivates and makes me be more flexible with my friend and being corrected by my friend without being shy, so we can be more confident and not being nervous when we come forward, because we have prepared.”

The respondent stated that this strategy also motivates and makes her be more flexible with her friend and she can be corrected by her friend without feeling shy. Thus, she can be more confident and she does not feel nervous when presenting the results after discussing the topic or issue that was been given by teacher.

Besides, IM stated:

“The strategy gives motivation and makes a fun learning environment so that we can enjoy the class.”

The respondent stated that the use of think pair share strategy increases their motivation to speak because they enjoyed the process of learning to speak using the TPS strategy there by making the classes' fun.

Beside, RM stated:

“..... I totally agree on using of TPS Strategy I felt it increases my motivation to speak up in front of the class because, this strategy, I know what I should speak before I present in front of the class what the issue I have to share to all of my classmate”.

From the result it can be concluded that most participants agreed that this strategy encourages them to learn speaking and they feel more comfortable to perform and speak in front of the class.

B. DISCUSSION

Based on the results of interview that I have conducted, I found similar perceptions in using think pair share strategy in speaking class. Students were motivated to speak up, thus allowing them to learn speaking easily. The students gave positive responses to all of the question in the interview even though there were shorts answers.

The result of the research shows that there are no significant different perceptions on using *think pair share strategy* in learning speaking class. Participants of this research agreed that using *think pair share* makes it easier for them to learn speaking. Their confidence levels were boost thus allowing the process of learning in class enjoyable. It was also hoped that lecturers would apply this strategy in more creative and innovative ways in order to improve student's interest in learning speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

In this section, the analysis of data and discussion of the result would be reiterated and summarized accordingly. Some suggestion are parented regarding the proposed study that could be conducted by other researchers.

A. Conclusion

Based on the interviews conducted amongst the first semester students of unit 1 and unit 7 in English Department at Ar-Raniry State Islamic University Banda Aceh, the respondents shared similar perception on the use of *think pair share strategy* in speaking class. According to the respondents, *think pair share strategy* was a good strategy to use in speaking class because, *think pair share strategy* helped them in the process of learning speaking significantly and motivated them to speak in front of the class. Furthermore, all of the respondents highlighted that the use of *think pair share strategy* maked the process of learning speaking easier, as well as the difficulties and benefits of the strategy. According to the respondents, the use of *think pair share strategy* in speaking class has helped them in the process learning speaking, by increasing their knowledge.

B. Suggestion for further research

Some suggestions are given to participants who are closely related to this research. The suggestions are made based on the conclusions and implication of this research. They are presented as follows:

1. For lecturer

The lecturer should consider the students' needs and interest before designing the speaking materials. It is important for the lecturer to use various strategies that are appropriate in consideration of the students' needs because it would spark interest in learning amongst students during the teaching and learning process. It is useful for them to use *think pair share strategy* as one of the appropriate strategies in teaching speaking.

2. For Students

Through the Think-Pair-Share technique, students have the opportunity to share their ideas. It also improves students' ability and motivation.

3. For other researchers

Further research can be conducted amongst both from lecturer and students to further improve the process of teaching and learning. It is hoped that this research will not only be used for students or lecturers but also for the management of faculty of Education and Teacher Training especially for English department.

REFERENCES

- Burns, A. (2010). *Doing action research in english language teaching; A Guide for Practitioners*. New York: Routledge.
- Arends, R.I. (2008). *Learning to teach belajar untuk mengajar*. Yogyakarta: Pustaka Pelajar.
- Badan Standar Nasional Pendidikan (BSNP). (2006). *Standar kompetensi dan kompetensi dasar SMP/MTS*. Jakarta: Depdikbud. BHSSCA. Accessed on www.decd.sa.gov.au February, 14th 2014.
- Brown, H. D. (2001). *Teaching by principles an interactive approach to language pedagogy (2th ed)*. New York: Addison Wesley Longman,Inc.
- Brown, H. Douglas. (2004). *Language assessment: Principles and classroom Practices*. New York: Pearson Education, Inc.
- Burns, A. (1999). *Collaborative action research for english language teachers*. UK: Cambridge University Press. .
- EAS 6& 7.(2006). *On target: Strategies that differentiate instruction Grade K-4. Rapid City: Anderson (Ed.), Mainstreaming Digest (pp. 109-113)*. College Park: University of Maryland Press.
- Felder, R.M., & Rebecca Brent. (2007) . Cooperative learning . *Education design inc, Vol.1(2),pp.1-11*.
- Harmer, J. (2001). *The practice of english language teaching*. Harlow: Longman.
- Johnson, D., Roger T.J., & Marry, B.S. (2000). *Cooperative learning methods: A Meta-Analysis*. Minneapolis: University of Minnerta
- Johnson, W.,&Roger, T. (2009). *An overview of cooperative learning*. <http://www.cooperation.org/pages/overviewpaper.html> accessed Wednesday, June 18, 2017.
- Kaufman, D., Sutow, E. & Dunn, K.(1997). Three approaches of cooperative learning in higher education. the Canadian. *journal of higher education, XXVII (2,3), 37-66*. <http://www.ojs.library.ubc.ca>. Accessed on June 2, 2017
- Kayi, H. (2006). Teaching speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL Journal, Vol. XII, No. 11*. http://iteslj.org/Articles/K.Teaching_Speaking.html. Retrieved on February 18, 2017.

- Knight, J. (2009). Cooperative learning: version 1-2- October 16, 2009. Kansas: *the kansas coaching project*. www.Instructional.org accessed Wednesday, December 18, 2017.
- Lie, A.(2008). Cooperative learning: *Mempraktikkan cooperative learning di Ruang-Ruang Kelas*. Jakarta: PT Grasindo.
- Lyman, F. T. (1981). The responsive classroom discussion: the inclusion of all students. In A. Macpherson, A. 2007. Cooperative Learning Group Activities for Collage Courses- A Guide for Instructor. Surrey: Kwantlen University Collage
- McKay, S. L. (2008). *Researching second language classrooms*. New Jersey: LEA Publishers.
- McTighe, J and F.T. Lyman. (1988). "Cuing thinking in the classroom: The Promise of Theory- Embedded Tools". *Educational Leadership, Vol.45, pp. 1824*.
- Nunan, D. (2003). The impact of english as a global language on educatinal policies and Practices in the Asia-Pasific. *Region TESOL Quarterly, 37(4).589-613*
- Richardss, J. C., & Renandya, W. A. (2002). *Methodology in language teaching; An anthology of current practice*. Cambridge: Cambridge University Press.
- Robertson, K. (2006). *Increase student interaction with "think-pair-shares" and "circle chats"*. <http://www.colorincolorado.org>. Accessed on September 2, 2017.
- Richards.C.Jack.Renandya.A.willy. (2008) *Methodolgy in language teaching :An anthology of current practice* . Cambridge University press. New York.
- Scimast, E. (1994). *Cooperative Learning. Classroom Compass 1(2)*. 210. <http://www.seld.org>. Accessed on september 2, 2017.
- Spratt, M., Pulverness, A., & Williams, M.(2005). *The tkt course*. Cambridge: Cambridge University Press.
- Thornbury, S. (2005). *How to teach speaking*. London: Longman
- Utama, M. P, Putra, M, and Nyoman A.J. (2013). the effect of think pair share strategy to students' self- confidence and speaking competency of the second Grade Students of SMPN 6 Singaraja. *From e-Journal English Education (Volume 1 tahun 2013)*.
- Wong, H., & Rosemary, T. W. (2005). *How to be an effective teacher: the first days of school*. Singapura: Harry K Wong Publisher



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 1236 /Un.08/TU-FTK/ TL.00/01/2018

26 Januari 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth. :

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Yuyun Afrilliani
N I M : 231 324 256
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Ajuen Lam Hasan Dsn. Lamdan, Kec. Peukan Bada Kab. Aceh Besar

Untuk mengumpulkan data pada:

UIN Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Student's Perception on the use of Think-Pair-Share in Speaking Class

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,


M. Said Farzah Ali

BAG UMUM BAG UMUM

Kode 6832



DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM – BANDA ACEH

Surat Keterangan

No: B-095/UN.08/KJ.PBI/TL.00/01/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-1236/Un.08/TU-FTK/TL.00/01/2018 tanggal 26 Januari 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : **Yyun Afrilliani**
NIM : **231 324 256**
Prodi /Jurusan : Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

Student's Perception on the Use of Think-Pair-Share in Speaking Class

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 29 Januari 2018
Ketua Prodi Pendidikan Bahasa Inggris


T. Zulfiqar

LIST PERTANYAAN INTERVIEW

1. Apakah dosen kamu pernah mengaplikasikan Think Pair Share strategy ketika mengajar speaking?
2. Menurut kamu apakah Think Pair Share strategy memudahkan kamu dalam belajar speaking?
3. Kesulitan apa saja yang kamu hadapi dalam proses belajar speaking ?
4. Apakah Think Pair Share strategy memotivasi kamu dalam belajar speaking? Coba Jelaskan!
5. Apakah strategy tersebut menambah pengetahuan kamu?

Appendices VI

AUTOBIOGRAPHY

1. Full Name : yuyun Afrillianii
2. Place/Date of Birth : Banda Aceh, 13April 1995
3. Sex : Female
4. Religion : Islam
5. Nationality/Ethnic : Indonesia/Acehnese
6. Marital Status : Single
7. Occupation : Student
- Address : Ajuen Lamhasan kec, Peukan Bada Aceh Besar
8. Parents' Name
 - a. Father : Marzuki
 - b. Mother : Siti Sundari
 - c. Father occupation : privat
 - d. Mother occupation : Housewife
9. Parents' Address : Ajuen Lamhasan kec, Peukan Bada Aceh Besar
10. Educational Background
 - a. Elementary School : SDN 97 Banda Aceh, Graduated : 2007
 - b. Junior High School : SMPs Islam Al-falah Graduated : 2010
 - c. Senior High School : MAN 2 Banda Aceh Graduated : 2013
 - d. University : English Language Education Department of Faculty of Education and Teacher Training, UIN Ar-Raniry Banda Aceh, Entered in 2013 until 2018.

Banda Aceh, January 08th
2018

The writer