**THE IMPLEMENTATION OF TEACHING SPEAKING SKILL
THROUGH THINK-PAIR-SHARE STRATEGY AT EIGHTH GRADE
STUDENT OFSMP DARULLUGHAH WALKAROMAH
IN ACADEMIC YEAR2022-2023**

THESIS

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

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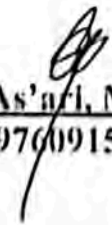
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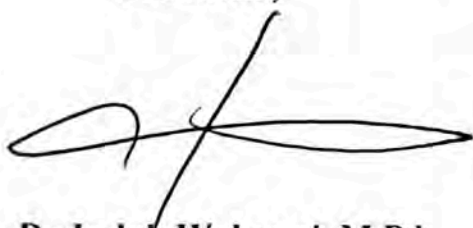
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MOTTO

عَلَّمَهُ الْبَيَانَ

Meaning : He taught him eloquent speech.* (Ar-Rahman:4)

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DEDICATION

I dedicate this thesis to:

1. My beloved father and mother, my two little brother. Especially my father and my mother as my support system who give any motivations, bring good vibes to me, and take pray for me.

2. My beloved uncle and aunt, who inspired me a lot to finished this thesis and achieve my dreams.

3. All of my big family always support me from the first university until now.

4. And the last, thank you so much for my self as I persist and never give up

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Alhamdulillah all praises to Allah SWT, who always give me all. His *graces, taufik, guidance, and inayah*, so I am able to finish this thesis. The *Shalawat* and *Salam*may always be given to the most amazing human, and wonderful figure of human being, Prophet Muhammad SAW. Hopefully, we will receive His intercession in the end of the day, Aamiin.

This thesis is presented as one of requrements to obtain an undergraduate degree in English Language Teaching at State Islamic University of KH Achmad Siddiq Jember. The undergraduate thesis entitled "The Implementation of Teaching Speaking Skill Through Think-Pair-Share Strategy at Eighth Grade Students of Darullughah Wal Karomah".

1. Prof.Dr. H. Babun Suharto, S.E., MM as a Rector of State Islamic University of Kiai Haji Achmad Siddiq Jember who has given opportunity for me to study in this university.

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8. Netty Merry Yasmin, S.SS as the English teacher who has helped in conducting my research at school and the students VIII who have gave their time to participate in this research.

9. My beloved parents never stop praying for me.

10. All off people who have helped me "Thank You So Much"

I really realize that this thesis is far from being perfect. Therefore, I welcome all the critersm an suggestions. The researcher hope this thesis will be useful for readers and other researchers who need it.

Jember, 22nd June 2023

EVA ARI SUCI
NIM. T20166072

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ABSTRACT

Eva Ari Suci, 2023: *"The Implementation of Teaching Speaking skill throughThink-Pair-Share Strategy at Eighth Grade Students of SMPDarullughah Wal Karomahin academic year 2022-2023."*

Keywords: *Implementation, Teaching Speaking Skills, Think-Pair-Share Strategy, Qualitative Method*

Today, English is the most vital language to learn, moreover for the students. As language, Speaking English plays the most important role to show as it is the hardest skill to learn and teach. After English is taught in school, some students assume that this is a big challenge for them. Thus, it needs to find out the proper strategy to teach speaking skill in English for SMP Students. SMP Darullughah Wal Karomah, especially the eighth grade, has implemented Think-Pair-Share strategy and found that it helped the teacher to teach speaking skill for such grade. For the reasons, this study aims to describe the implementation of TPS Strategy in SMP Darullughah Wal Karomah.

The research questions are: 1) How is the purpose of teaching speaking skill through think-pair-share strategy at eighth grade students of SMP Darullughah Wal Karomahin academic year 2022-2023?, 2) How is the material of teaching speaking skill through think-pair-share strategy at eighth grade students of SMP Darullughah Wal Karomahin academic year 2022-2023?, 3) How are the steps of teaching speaking skill through think-pair-share strategy at eighth grade students of SMP Darullughah Wal Karomahin academic year 2022-2023?, 4) How is the evaluation of teaching speaking skill through think-pair-share strategy at eighth grade students of SMP Darullughah Wal Karomahin academic year 2022-2023?

This research used the qualitative research as the research method and the descriptive study as the design of the research. The subject of this research were 20 students of schoolgirl (8B) and an English teacher, the researcher used the purposive sampling to identified and recruited this research subject. The data collection technique of this study were observation, interview, and documents review. After the data collected, the researcher analyzed them with Miles, Huberman and Saldaña model by data condensation, data display, and drawing and verifying conclusions. The data validity of this research used triangulation source and technique.

The findings of this research were: 1) The purpose of teaching speaking skillsthrough TPS Strategy was a) The students are able to identify critically structure andlanguage features, b) give a response actively, c) discuss wisely in pair-work, and d) present the report result to the class confidently. 2) The material of teaching speakingskills through TPS strategy was: About simple present tense in form positive, negativeand question of verbal and verbal with linking verb sentences with theme daily activity(the social function, the text structure and language features). 3) The steps of teachingspeaking skill through TPS strategy in its implementation were: a) The teacher gave acommand the students to compiled the verbal and verbal with linking verb sentences instatement, negative and question form. b) The students are asked to did pair-work withtheir table-mate to discussed it. c) Each pair came forward to presented their report resultto the class. 4) The evaluation of teaching speaking skill through TPS strategy was: usedformative assessment in written test refer to fill in the blank the exercise related to the verbal and verbal with linking verb sentences, then the practice test refers to create 10verbal and verbal with linking verb sentences (5 each), paired with the table mate andasked the students to read them aloud to the class which the scoring rubric with aspect ofpronunciation, grammar, vocabulary, fluency).

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Appendix 2 : Matrix of Research

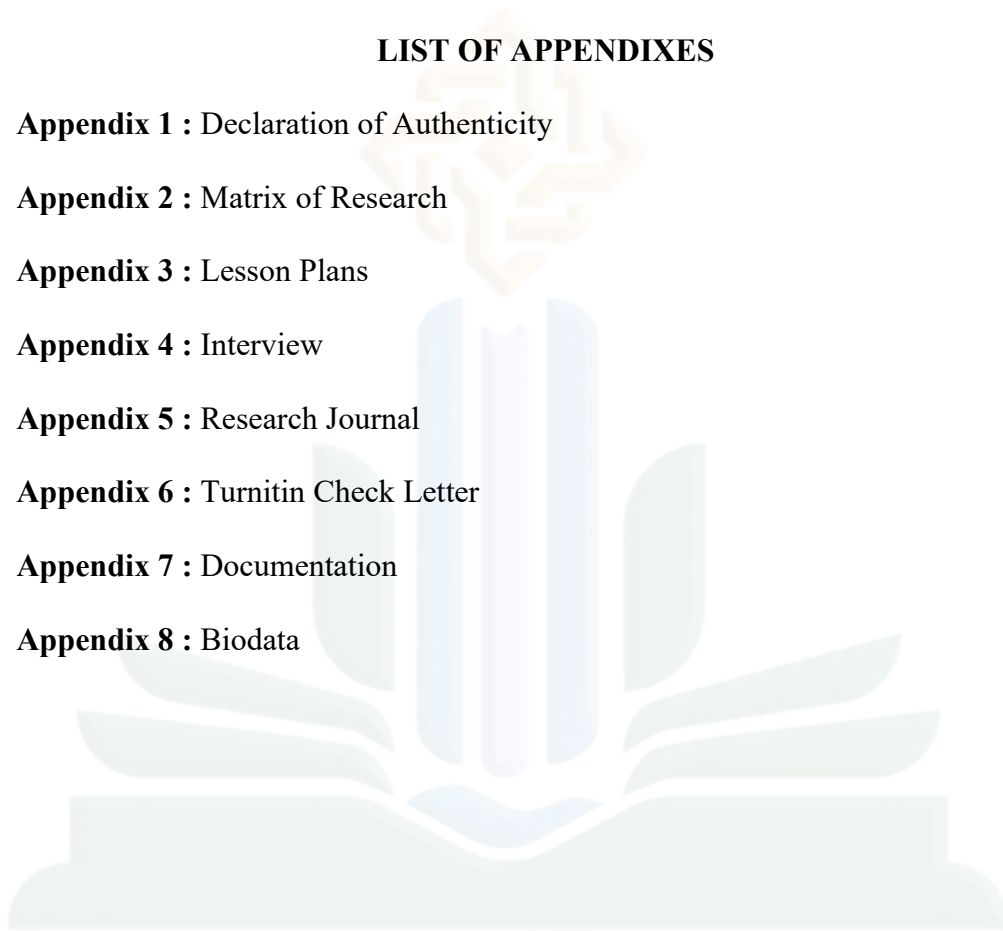**Appendix 3 :** Lesson Plans

Appendix 4 : Interview

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CHAPTER I

INTRODUCTION

This chapter presents an introduction to the research. The parts of this thesis are background of the research, research focus, research objective, research significant, definition of key term, and systematic discussion.

A. Background Of The Research

Language is the organized system of communication utilized by people. Language can be in written or spoken form. The structure that arranges the language in written form is divided into two elements; grammar and vocabulary. Both are the actual structured content in language. Shafaat added that language is fundamentally speech. The part of language involved with composing scripts is utilizing their spoken shapes more than the composed ones.[1] It is a concurred reality that language is learned by speaking it and beginning after a part of turning into the sounds, words, expressions, and sentences from the surroundings. As everyone knows, so many languages spread to this world with their uniqueness. Therefore, English is one of the languages that is spotlighted by some people.

Nowadays, English is the international language that is important for people to learn. It is admitted by Gunantar that English is the of most spoken languages by the world citizens and most studied in the world.[2] It was proven that there are 325 million native speaker of English, 425 million speakers as

[1] Shafaat Hussain,"Teaching Speaking Skills in Communication Classroom", *International Journal of Media,Journalism, and Mass Communications* (IJMJMC), Issue 3,(2017): *14, http://dx.doi.org/10.20431/2454-9479.0303003.*

[2] DevyAnggaGunantar,"TheImpactofEnglishasanInternationalLanguageonEnglishLanguageTeachinginIndonesia",*JournalofLanguageandLiteratureX/1*, (2016):142,http://journal.unnes.ac.id.

the second language and other 750 million people are learning English as the a foreign language. As the communication access, English is a media to communicate with people from other countries to get some information, share their knowledge or even their culture. Besides, English is the first foreign language in Indonesia.

Meanwhile, in supporting the learner to study about foreign language, the government put the English as a foreign language in Indonesia education curriculum where the students acquire English as one of lessons in elementary school, SMP, senior high school, and university level. English is already attached in Indonesia education curriculum as Rahman mentioned that Foreign language teaching in Indonesia is regulated by government policy which was established in 1956. The foreign languages taught include English, Arabic, German, French, Japanese, Korean, and Mandarin. In 1967 (Regulation No. 096, 12 December 1967), the government decided that English and Arabic should be defined as the main foreign languages. Arabic is a compulsory subject in all Islamic boarding schools, while English is a compulsory subject in all secondary schools including the Islamic boarding schools. This policy illustrates the importance of English in the Indonesian education system, and has implications for all levels of education.[3] In brief, English is important to be taught to the students as a foreign language lesson at school.

In learning English, four major skills namely listening, speaking, reading and writing must be mastered by the learners. Most people assumethat

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[3]Fathu Rahman,"The Constraints Foreign Learners in Reading English Literary works: A Study at Hasaanudin University*", Journal of Art and Humanities*, Vol. 07, Issue 02, (2018):45

achievement in learning a foreignlanguage is when someone can speak and run a conversation in the target language. Moreover, speaking also identically relates to the language.[4] Raba stated that speaking is a significant part of everyone's life. It is the second productive language skill and an essential means of communication. It is a channel through which people interact, communicate, discuss and share their own ideas and perceptions about their surrounding environment.[5]

As the noble Qur'an related to speaking which is mentioned at surah Ar-Rahman (55:4) that:

عَلَّمَهُ الْبَيَانَ

He taught him eloquent speech.[6]

This surah has deep meaning that in this verse, He (Allah) created the best kind of creatures called human and taught them to speak the language in their heart and their mind. Their ability of thought and speech make the Qur'an teach them to be wise creatures. This surah is related to people's free-thinking and speaking, digging the knowledge and sharing their ideas. In education context, teacher and students are free to share their ideas, their knowledge,their opinion such as what the surah above said, He(Allah) gave the ability of thought and speech.

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[4] Nunan, D, *Language Teaching Methodology: A Textbook for Teachers (*New York: Prentice Hall International, 1991), 20.
[5]Ahmed Amin Awad Raba, *The Influence of Think-Pair-Share (Think-Pair-Share) on Improving Students' Oral Communication Skills in EFL Classrooms* Creative Education Vol.8, No.1(2017):12-23
[6] Muhammad Taqi-Ud-Din Al Hilali and Muhammad Muhsin Khan, *Noble Qur'an: The English Translation of the Meanings and Commentary* (KSA King Komplex,2007), 728.

After English was introduced at school, the students assumed that Speaking in English is a challenge for students. One of the most common problem for students to speak English is mostly the students feel stuck in learning English, especially when they attempt to communicate using English at their school. It makes the lack of the motivation to learn English, the less vocabulary they have, and the students feel shy and inactive to utter their opinion in English individually.

Based on the preliminary study by conducting observation and interview, the result of interviewing the English teacher showed that the students' speaking skill was still low. The first problem was the teaching strategies applied by the English teacher were not appropriate and effective for the students. It reflected that the students easily get bored with the circumstance in the class. It gave the impact that students were reluctant to speak in the classroom such as reluctant to give their opinion, and ask the teacher whether they understand or not, so, the classroom atmosphere did not reflect the students' speaking activities. Furthermore, the strategy that is used in the teaching-learning process could not make all students speak English actively. The second problem was the background of students from their environment where English as a foreign language is a very strange thing for students. In fact, they have trouble to speak not only in English but also in Bahasa. It is because of their tribes and their mother tongue that makes them a little bit hard to receive a new language. When the researcher observed in the classroom, the researcher found that many students were still quiet and the

material that the teacher used only focused on the textbook and it made students not have any chance to get involved and be active in the classroom. This situation is caused by an old strategy and it is not appropriate with the condition in teaching speaking for the current situation. This teaching-learning process could not help the students speak English actively. As the result, the students had low skill for their speaking in teaching speaking.

In optimizing the teaching-learning process in the classroom, there are some approaches that can be used in the class; inquiry-based learning, collaborative learning approach, and cooperative learning approach. Then, one of the approaches that appropriate to the preliminary study above is the cooperative learning approach. Cooperative learning approach is an approach that is used for class procedure instruction where the students work together in a small group or in pairs. Jolliffe stated that cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and others.[7] Then, Alabekee added that cooperative learning is the instructional used of small groups in such a way that students work together to achieve shared goals.[8] Rojabi said that cooperative learning is effective methods for the students to be more active involved and work together as a team to overcome the tasks.[9] Some previous studies confirmed

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[7] Wendy Jolliffe, *Cooperative Learning in the Classroom: Putting it into Practice,* (London: A SAGE Publications Company, 2007), 14.

[8] Egbulefu Christian Alabekee, Amaele Samuel, and Sunday D.Osaat, "Effect of Cooperative Learning Strategy on Students Learning Experience and Achievement in Mathematics", *International Journal of Education Learning and Development*, ISSN 2054-6297(Print) and ISSN 2054-6300(Online), vol3, No.4, (2015) : 68.

[9] Ahmad Ridho Rojabi, *"Exploiting SQ4R Cooperative Learning Method to Enhance EFL Students' Reading Comprehension",*(Edulingua: Jurnal Linguistiks Terapan dan Pendidikan Bahasa Inggris, 7(1), (2020) : 2.

that the cooperative learning approach is appropriate in teaching speaking according to the result of preliminary study above. In cooperative learning, there are so many strategies that can be used in teaching learning process e.g. Think-Pair-Share, Jigsaw, Project Based Learning. As a part of cooperative learning approach, Think-Pair-Share strategy is one of the strategy that can be used in teaching speaking. In this strategy, students listen to the question or presentation, then they are given the time to think, after that pair and discuss their thought with their partner and last share those thought with the class.[10]

Think-Pair-Share Strategy brings many benefits to the teaching-learning process for the teacher and students. For students, Syafii mentioned that the benefits of the Think-Pair-Share strategy provide that students are more critical, active and increase the quality of students' response on "think time". [11] Besides, Think-Pair-Share strategy on Speaking skill helped the students work together in pairs such as sharing and discussing, for those students can learn and get the lesson maximally, then this strategy minimized the feeling of insecurity in sharing the opinions, this strategy also made students brave to speak up and learn from their mistake unconsciously. The previous studies above declared that TPS strategy provides the changing of their speaking skills. On the other hand, the benefit of TPS strategy for the teachers is that they have got the effective strategy in teaching-learning process in order to help the students on their speaking skills. The conclusion

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[10] Margaret Bouncard, C*omprehension Strategies for English Language Learners* (USA: Scholastic Inc,2005), 110.
[11]Muhammad Lukman Syafii, "*Using The Think-Pair-Share Strategy to Increase Students' Active Involvement and to Improve Their Speaking Skill*", (IJEE (Indonesian Journal of English Education), 5(1), (2018): 65

that this strategy brings many benefits for the students especially for their speaking skill and the teacher in their teaching-learning process.

Regarding to the background above, the researcher tries to offer the TPS strategy as a strategy on teaching speaking skill to the classroom especially to the schoolgirl class of SMP Darullughah Wal Karomah. This strategy is expected that it can help the students develop their speaking skills. Based on the above explanation, the researcher attempts to conduct the research entitled: "**The Implementation of Teaching Speaking Skill Through Think-Pair-Share Strategy at Eighth Grade Student of SMPDarullughah Wal Karomah academic year 2022-2023**" to know how the Think-Pair-Share strategy implements in teaching speaking skill at SMP Darullughah Wal Karomah.

B. The Research Focus

Based on the background of research above, the researcher presents the research Focus as follows:

1. How is the purpose of teaching speaking skill through TPS strategy at eighth grade students of SMPDarullughah Wal Karomah academic year 2022-2023?

2. How is the material of teaching speaking skill through TPS strategy at eighth grade students of SMPDarullughah Wal Karomah academic year 2022-2023?

3. How are the steps of teaching speaking skill through TPS strategy at eighth grade students of SMPDarullughah Wal Karomah academic year 2022-2023?

4. How is the evaluation of teaching speaking skill through TPS strategy at eighth grade students of SMPDarullughah Wal Karomah academic year 2022-2023?

C. The Research Objective

Based on the research focus above, the aims of the research above are:

1. To describe the purpose of teaching speaking skill through TPS strategy at eighth grade students of SMPDarullughah Wal Karomah academic year 2022-2023.

2. To describe the material of teaching speaking skill through TPS strategy at eighth grade students of SMPDarullughah Wal Karomah academic year 2022-2023.

3. To describe the steps of teaching speaking skill through TPS strategy at eighth grade students of SMPDarullughah Wal Karomah academic year 2022-2023.

4. To describe the evaluation of teaching speaking skill through TPS strategy at eighth grade students of SMPDarullughah Wal Karomah academic year 2022-2023.

D. Research Significant

The researcher hopes that this research could give some benefits in the English teaching learning process, Especially in teaching speaking skill. There

are two kinds of research significant, they are theoretical significance and practical significance.

1. Theoretical significance

   Theoretically, this research can enrich and add the knowledge about the strategies in teaching learning process more, especially in teaching speaking skill through TPS strategy at eighth grade students of SMPDarullughah Wal Karomah academic year 2022-2023.

2. Practical significance

   Practically, the data presentation of this research will be useful for :

   a. English department

      This research can give preference about implementing strategy in teaching speaking skills, especially in teaching speaking skill through TPS strategy at eighth grade students of SMPDarullughah Wal Karomah academic year 2022-2023.

   b. English teachers

      This research can provide the English teacher an alternative strategy in teaching learning process, especially in teaching speaking skill through TPS strategy as the alternative strategy at eighth grade students of SMPDarullughah Wal Karomah academic year 2022-2023.

   c. Next researchers

      This research can be added as the reference which is related with same theme, that is the implementation of teaching speaking skill

through TPS strategy at eighth grade students of SMPDarullughah Wal
Karomah academic year 2022-2023.

    d. Students

This research is expected that it can give the real representation
for students such as being active and brave, and having a critical
thinking through TPS Strategy in teaching speaking skills.

E. Definition of Key Terms

The definition of key terms is about understanding important terms that
become focal point the researcher in the research title. The aim of it is in order
to avoid misunderstanding toward interpreting contents that the researcher
means. They are:

1. Implementation

The implementation is humanistic because it focuses on the
personal, subjective and experiential basis of knowledge and practice.[12]
Thus, implementation is an action that must occur after the initial thought
in order for something to occur.

2. Teaching Speaking Skill

Teaching speaking skill isteaching the students to produce the
English speech sound and sound pattern, use word and sentence stress,
intonation pattern and rhythm, select appropriate word and sentence in
according to the proper social setting, audience, situation and subject

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[12]Muhammad Yaumi, *Prinsip-Prinsip Desain Pembelajaran*, (Jakarta, Fajar Interpratama Mandiri, 2014), 14

matter, organize their thought in meaningful and logical sequence, use language as a means of expressing values and judgments, use the language quickly and confidently with fluency.[13] So, speaking skill is the skill to communicate effectively.

3. Think-Pair-Share Strategy

Think-Pair-Share strategy is the one of strategies in cooperative learning which promotes learning comprehension to understand the material given comprehensively.[14] It means in Think-Pair-Share strategy where three steps e.i. think, pair and share, it also learn about the comprehension in understanding the material.

4. Qualitative Method

Qualitative Methodis humanistic because it focuses on the personal, subjective and experiential basis of knowledge and practice. This approach also holistic because it seeks to situate the meaning of particular behaviors and ways of doing things in a given context.[15]Thus, qualitative method is generally open-ended and in-depth, naturalistic where they attempt to study things, people or events in a natural(non-experimental) setting.

F. **Systematic of Discussion**

Systematic of discussion is the description of the flow of thesis discussion starting from the introductory chapter to the closing chapter. The

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[13] Hayriye Kayi, *"Teaching Speaking: Activities to Promote Speaking in a Second Language",* (The Internet TESL Journal, vol XII, (2006): 11.

[14] Rahmat J, Abidin Pammu, and Ria Jubhari, *"The Effectiveness of Think-Pair-Share Strategy on Improving Visually Impaired Students' Speaking Skill at SLB-A Yapti Makassar",* (ELS Journal on Interdisciplinary Studies in Humanities, vol 4 issue 2, (2021): 2

[15] Karina Kielmann, Fabian Cataldo, and Janet Seeley, *Introduction to Qualitative Methodology: A Training Manual (*UK:Department for International Environment(DFID), (2012): 7-9.

format of systematic writing is a descriptive narrative, not table of contents. Systematic of discussion in this research as follows:

Chapter I Presents the introduction of the thesis, such as background of the research, research focus, research objective, research significant, definition of key term, and systematic discussion.

Chapter II Presents a review of related literature that consist of the previous research and the theoretical framework.

Chapter III Presents the research method of this current research that consist of approach and design of research, research location, research subject, data collection technique, data analysis, validity of data, and research procedure.

Chapter IV presents the description of the research object, data presentation and discussion.

Chapter V presents the conclusion and suggestion of this research.

CHAPTER II

LITERATURE REVIEW

This chapter presents a review of related literature. It consist of previous research and theoretical framework.

A. Previous research

In this section, the researcher lists the results of previous studies relating to research that is to be carried out. By doing this, it can be seen to what extent the originality and the research position is intended to go. Here are some previous researches related to Think-Pair-Share strategy and speaking skill as follows:

1. The first previous study was done by Muhammad Lukman Syafii. The aim of this research is in order to increase students' active involvement and to improve their speaking ability using think-pair-share strategy at Muhammadiyah University of Ponorogo. This previous research was designed in CAR. The participants of this research were twenty six students at the second semester of class A. The result of this research that the findings in cycle 1 was the students average scores was 3, from 7 students (29%) of 24 students in the preliminary test to 17 students (65%) of 26 students in the final test.[16] It can be stated that the think-pair-share strategy was appropriate for the students to increase their active involvement and improve the speaking ability.

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[16] Muhammad Lukman Syafii, *"Using The Think-Pair-Share Strategy to Increase Students' Active Involvement and to Improve Their Speaking Skill"*, (IJEE (Indonesian Journal of English Education), 5(1), (2018): 65

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2. The second previous study was conducted by Feni cahyani. The aim of this research was to find out whether the use of Think Pair Share technique can improve students' speaking performance or not. The participants of this research were the third grade students of MTsN 2 banda Aceh. There were 7 (seven) classes for this grade which consist of 25 students for each class. This research was undertaken in quantitative method with experimental study of pretest and post-test control group design. The data result of the test was analyzed by using t-test. The result of the data analysis indicated that the students' speaking score in experimental group after they taught by using Think Pair Share has been improved. The result of the data calculation showed that t-score with the score 3.50 was higher than t-table with score 1.68 where the significant standard was 0.05 and the degree of freedom was 48. There are many improvements in students' score in speaking performance after learning by Think Pair Share technique.[17] In this case, Think Pair Share technique can be one of the teaching technique alternative applied by the English teacher in teaching English for EFL class.

3. The third previous research was done by Yunita Khusnul Aeni. The aim of this research was to describe the use of Think Pair Share technique in teaching speaking at the eighth grade of a SMP in Bandung. The research was conducted using qualitative research method involving 25 students as the research participant. The data were gathered from observation and

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[17] Feni Cahyani, *"The Use of Think Pair Share Technique to Improve Students' Speaking Performance",* Research in English and Education;(February 2018): 76-90

questionnaire. The result of the data analysis indicated that the students' experience after they were taught by using Think Pair Share has shown their excitement towards the teaching process as described. There are good implications in speaking performance after learning by Think Pair Share technique. Think Pair Share technique in this case can be one of the alternative teaching techniques used by the English teacher in teaching English, especially speaking.[18]

4. The fourth previous research was done Yuyun Afrilliani. The purpose of this previous research by students English department of Ar-Raniry State Islamic University was to know the students' perception on using of think pair share strategy in speaking class. Qualitative analysis was used to interpret the study, participant, responses to interview questions. The researcher found that all participants had all 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 the interviews. The participants were the first year students of English department. After conducted the data, the result indicated that there were positive perception on the use of TPS strategy, motivate the students in speaking class, boost their confidence, make the students enjoyable in learning speaking process and help the students to solve their problem with their own pair what the lecture gave. The

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conclusion that use think pair share strategy in speaking class helped the learning process.[19]

Table 2.1
Previous research

No.	Writer's name	Similarities	Differences
1.	Muhammad Lukman Syafii in 2018, entitled: Using The Think-Pair-Share Strategy to Increse Students' Active Involvement and to Improve Their Speaking Ability.	• Both researches have the same topic is about speaking and TPS strategy.	➢ The Previous research used CAR as the design of methods, while the research design of this current research used descriptive qualitative research. ➢ Conducted in Muhammadiyah University of Ponorogo. ➢ The focus from the previous research to increase students' active involvement and to improve speaking ability using TPS, while the current research talks about the purpose, the material, the steps and the evaluation of teaching speaking skill through TPS strategy.
2.	Feny Cahyani in 2018, entitled: The Use of Think Pair Share Technique to Improve Students' Speaking Performance.	• Both researches have the same topic is about teaching speaking skill and TPS strategy.	➢ The previous research used Quantitative Research as the design of the methods, while the design of current research used descriptive qualitative research. ➢ Conducted in MTsN 2 Banda Aceh at the third grade students.

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[19] Yuyun Afrilliani, "*Students' Perception on the Use of Think-Pair-Share in Speaking Class*", (Thesis, Ar-Raniry State Islamic University, 2018), 24-25

No.	Writer's name	Similarities	Differences
			➤ This previous research only focused to solve the students' problem in their speaking performance, while this current research focus to the purpose, the material, the steps and the evaluation of teaching speaking skill through TPS strategy.
3.	Yunita Khusnul Aeni in 2020, entitled: The Use of Think Pair Share technique in Teaching Speaking	• Both researches have the same topic is about teaching speaking skill and TPS strategy. • Both researches use the same approach, that is qualitative research.	➤ The previous research used observation and questionnaire as the instrument of collection the data, while this current research use interview, observation and documents review as the instrument of collection the data. ➤ Conducted in high school in Bandung at eight grade students. ➤ The previous research resulted that the research focused on increasing their motivation in learning English especially in speaking, while this current research focus on the purpose, the material, the steps and the evaluation of teaching speaking skill through TPS

No.	Writer's name	Similarities	Differences
			strategy.
4.	Yuyun Afrilliani in 2018. Entitled: Students' Perception on the Use of Think-Pair-Share in Speaking class	• Both researches have the same topic is about teaching speaking skill and TPS strategy. • Both researches use the same approach, that is qualitative research.	➢ The previous research is emphasized on found out the students' perception on Think-Pair-Share Strategy in speaking class, while this current research is emphasized on the implementation of teaching speaking skill through think-pair-share strategy. ➢ The instrument to collecting the data by the previous research only used interview, while this current research used interview, observation and document review. ➢ The research subject was Students English department of Ar-Raniry State Islamic University.

Based on the explanation from some previous researches that have been discussed. It proved that there are some similarities and differences with the research that will be carried out. The similarities of this current research with the previous researchers are that they have the same topic and variable to be researched; teaching speaking skill through TPS strategy. Meanwhile the differences between the previous research with this current research that is done by some previous research related to teaching speaking skill through TPS strategy mostly used from varies level, kind of research and the instruments

used to collecting the data. Meanwhile, this current research wants to offer the research design in descriptive qualitative research. As the uniqueness of this research is that from all previous researches figured out, this research focus about the purpose ofteaching speaking skill through TPS strategy at eighthgrade of SMP Darullughah Wal Karomah, the material of teaching speaking skill through TPS strategy at eighthgrade of SMP Darullughah Wal Karomah, the steps of teaching speaking skill through TPS strategy at eighth grade of SMP Darullughah Wal Karomah, and the evaluation of teaching speaking skill through TPS strategy at eighthgrade of SMP Darullughah Wal Karomah, where those focus research has not already been researched deeply by the previous researches.

B. Theoretical Framework

1. English Teaching and Learning

A learning is the stages of activities which includes a tutor and s in having learning process. This learning can interpretedas an effort of tutor to pursue the acquiring knowledge process. Besides, learning is a process that facilitates s to be communicative so that thecould speak well. However, the tutor and s supposed to have a guidance to get integrated and systematic learning.[20]English is the most famous language in the world. Brown in states that language is a system or arbitrary conventionalized vocal, written or gestural symbol that enable members of given community to communicate intelligibly with one other. It means that

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[20]Hamzah B. Uno, *Perencanaan Pembelajaran*, (Jakarta: SinarGrafika Offset, 2011), 35.

language is a set of systematic arbitrary symbols and the symbols can be the form of vocal or visual that conveys a meaning.

Based on all the definitions above, English a system of arbitrary conventionalized signs, vocals, sounds or marks through gestural, oral or written symbols that enable people communicate intelligibly with one other. In the teaching this language includes four skills; reading, writing, listening, and speaking.

In the implementation of English learning. Each educational unit may some principles that must be considered in the English language teaching. There are:[21]

a. Cognitive principles

It consists principles. They are :

1) Automatically

The efficient of second language learning involves a timely movement the second control of the few language forms in the automatic processing on the relatively unlimited number of language, thinking to much about that its forms, and consciously lingering on rules of language all tend to impede the graduation to automaticity.

2) Meaningful learning

Meaningful learning will lead toward better long – term retention than rote learning

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[21]Winarno Surachman, *Metode Pengajaran Nasional* (Bandung: CV. Jemmars, 1961), 81.

3) The Anticipation of reward

Human beings are universally driven to act or behave by anticipation of some sort of reward that will ensues as result of the behavior.

4) Intrinsic motivation

The most powerful rewards are those that are intrinsically motivated within the learners

5) Strategic investment

Successfulmastery of second language will be due to a large extent to a learners own personal, investment of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language.

b. Affective Principles

1) Language Ego

Human being learn to use a second language. They also develop a new mode of thinking, feeling and acting. The new language ego; intertwined with second language , can easily create within the learner a sense of fragility a defensiveness a rising of inhabitation

2) Self Confidences

Learners" belief that they indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task.

3) Risk Taking

4) The language-culture connection

5) Linguistic principles

It consists of some principles, they are:

a) The native language effect

b) Inter Language.

c) Communicative competence

2. Teaching Speaking Skill

a. The definition of teaching speaking

Teaching is an activity for teacher teaches the students at school. This activity involved in the concept of activity that all set on lesson plan, materials, the explanation, and evaluation. In other words teaching is the process of transmission of knowledge from teacher to students. Harmer described that teaching is what teacher do.[22] In brief, the teaching is process to share the new knowledge in all field, and ideas to the students.

Meanwhile, teaching speaking skill means that teacher contribute to the students in the speaking activities. Kayi mentioned

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[22] Jeremy Harmer, *The Practice of English Language teaching:Fourth Edition, Edinburgh(*Gate:Pearson Longman ELT,2007), 107.

that in teaching speaking meant teacher taught the students to produce the English speech sound and sound pattern, use word and sentence stress, intonation pattern and rhythm, select appropriate word and sentence in according to the proper social setting, audience, situation and subject matter, organize their thought in meaningful and logical sequence, use language as a means of expressing values and judgments, use the language quickly and confidently with fluency.[23]

In brief, teaching speaking skill is the teaching-learning process that mostly make the circumstance of the class reflects to the speaking activities.

b. The Principle For Teaching Speaking Skill

In Teaching speaking skills, the teacher needs the principle to assemble the activity in the speaking class is running well and achieve the goals of teaching speaking skills. Here are some principles of teaching speaking skill as follows:[24]

1) Encourage students to speak correctly in the first day. Speak correctly here means that students can try to speak it for each word, phrase, and sentence with a right pronunciation.

2) Tolerate the students if they give a simply repeat what they say.

3) Bear for the time being, if the students give a short answer of questions.

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[23] Hayriye Kayi*, "Teaching Speaking: Activities to Promote Speaking in a Second Language",* (The Internet TESL Journal, vol XII, (2006): 11.
[24] Shafaat Hussain*,"Teaching Speaking Skills in Communication Classroom",* (International Journal of Media,Journalism, and Mass Communications (IJMJMC), Volume 3, Issue 3, (2017):15

4) Let them (students) speak actively what their English knowledge have.

5) Presents structure/words/phrases to students, then use it in other situation and drill it as much as possible.

6) Organize role play and pair-work to correct the active one and activate the passive one as much as possible.

7) Be well prepared of lesson plan, activities and tasks.

8) Let the learner perform the blunders and botches at the essential stage, because interruption and correction can be inhibits the fluency and discourages learners.

Meanwhile, Nunansaid that there are five principles for teaching as follows:[25]

1) The awareness in learning context between second language and foreign language.

2) Provide students with both accuracy and fluency practically.

3) Provide a chance for students to talk by using pair-work or group-work, and limiting teacher talk.

4) Design speaking tasks that include negotiation of meaning. Negotiation of meaning is process where check your understanding to what your partner said, then clarify your understanding, and the last confirm that your partner understood your meaning.

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[25] David Nunan, *Practical English Language Teaching*,,54.

5) Design the classroom activities that include the guidance and practice in both interactional and transactional speaking.

Bailey mentioned that principles of teaching speaking are divided into three kinds regarding to the level of learner. The first is principle of teaching speaking for beginner level learner as follows;[26] provide something to learner speak about, make a chance for students to interact by using pair-work or group-work, manipulate physical arrangement to promote speaking practice. The second is principles of teaching speaking to intermediate level learners as follows; design speaking tasks that include negotiation of meaning, design the classroom activities that include the interactional and transactional speaking activities, and express the speaking activities wherever is possible.[27]The third is principles of teaching speaking for advanced level learners as follows; [28] help learners to combine fluency and accuracy, encourage learners to grasp reasonable risks in speaking English, provide chances for learners to notice the gap. Notice the gap refers to learner realize the way someone say is differ with the native one.

In brief, principle of teaching speaking skill is crucial part to be able in the teaching learning process. Because it can assemble the speaking activities running well to the class and achieve the goals of its

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[26] Kathleen M. Bailey. *"Practical English Language Teaching :Speaking",* (Boston, McGrawHill, 2004), 40.
[27]Kathleen M. Bailey. *"Practical English Language Teaching :Speaking",* 96.
[28]Kathleen M. Bailey. *"Practical English Language Teaching :Speaking",*,124.

teaching speaking. The principles of teaching speaking skill are classified to be three level of learners; beginner learner, intermediate learner and advanced learner where those levels have different principles to tend it in the speaking class.

c. **Components of Teaching Speaking Skill**

In teaching Speaking skill, here are the components as follow:

1) Teaching purpose

Purpose is related with various of other benefits for young students involve in academic benefits. Thus, Teaching purpose is achievement of various other benefits to the students' activities in the classroom. Teaching purpose commonly known as learning objectives. It is one of the significant part in teaching learning process. As Malin presented that teaching purpose being the main driver for students' engagement with school. [29] In teaching speaking, unconsciously spoken language activities make the teacher drives the students to the some purposes. Hughes mentioned that the aims of teacher might have in teaching speaking are to help students gain their awareness,or to practicesome aspect of linguistic knowledge such as grammaticalrules, or to develop the productive skill involve in rhythm, intonation,andvowel,or toraise awarenessof sociolinguistics andpragmaticpoint such as how to interrupt

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[29] HeatherMalin,*TeachingforPurpose:PreparingStudentsforliveinmeaning*,(HarvardEducationPress , ISBN-13: 978-1682532577, ISBN-10:1682532577,2021),5.

politely, respond a compliment properly,orshow onehas understood ofsomething.[30]

    In teaching speaking skills, basically the teacher has the same purpose of it, that is to develop their speaking skills. In addition, Goh presented that the purpose of teaching speaking based on the students'factors and needed.[31] Such as to improve their speaking, correct the grammatical errors, point out the mistakes because the students are the poor speakers, rid the shy and lack confident, break their fear because too afraid talk in class. Harmer mentioned that the significant purpose of teaching speaking is help students perform competently in spoken English, involved in help the students to understand how the spoken English functions and acquire the conversational strategies to give them a chance to express their speaking.[32]

2) Teaching Material

    Materials is one of the crucial tools in teaching learning process. In teaching learning process, materials is given by the teacher to the students in order to increase the knowledge of students, train the students in communication and also to control the learning process. Materi alsmust be fun an dinteresting, so the

[30]Rebbeca Hughes, *Teaching and Researching Speaking: 2nd Edition,* (Edinburgh Gate: Pearson Educatio n Limited, 2011), 6.

[31]   ChristineCuenMengGoh,andAnneBurns,*TeachingSpeaking:HolisticApproach*,(Cambridge, Cambridge UniversityPress,2012), 1-2.

[32]JeremyHarmer,*ThePracticeofEnglishLanguage Teaching:FifthEdition*, (Harlow,UK:Pearson, 2015),384.

students do not easily get bored and enjoy the learning process. As Thom linson presented that materials can be instructional in the way they in form learners about the language, can be experiential in the way they give the exposure to the language in use can be elicitative in the way they stimulate the language use and can be exploratory where they can facilitate discoveries on language use.[33] In addition, teaching material is anything form whichis present related to the language to be learned.

In teaching speaking skills materials should be varied regarding to the formand the purpose, because it engage the students on different level in teaching learning process. [34] The different level is dividedin to two categories, they are that across age levels such for children, teens and adults mean while that a cross proficiency levels such for beginner, intermediate and advanced level. Those levels have the different materials to apply by the teacher. That is why the teacher also to be selective and carefulin determining the appropriate materials for students.

3) Teaching Step

Every teacher needs to make the circumstance of teaching speaking skill is alive like the process of speaking activities run well. Besides, it needs to be arranged structured. In education

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[33] BrianThomlinson,*MaterialsDevelopmentinLanguageTeaching:2ndEdition*,(Cambridge:Cambridge UniversityPress), 2011,2.

[34]RebbecaHughes,*TeachingandResearchingSpeaking,* 5.

system, the structured arrangement of each items for teaching is commonly known as a lesson plan. Lesson plan is familiar with a unified of set of a ctivities that cover classroom time period with the range between fourty to ninety minutes. Then, the unit of it can carry the steps along a curriculum before and after in order to evaluate and prepare to the next lesson.[35]

4) Teaching Evaluation

Evaluation of teaching is the last component part in teaching speaking skills. Teaching evaluation means the assessment process after the teaching learning to know how far the goals has been a ccomplished. In evaluating the students after teaching learning, assessment is frequently used to achieve it.[36] It consist of the suggestion, giving feedback, and comments. Moreover, evaluation as the part of lesson plan that is used to asses the students can take in two type of assessments as follows:

a) Summative assessment

Summative assessment which concern with measures the product of a student' learning. In the other word summative assessment is to know whether the teaching learning has achieved its goals.

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[35] H.DouglasBrown,*TeachingbyPrincipleSecondEdition:AnInteractiveApproachtoLanguagePedagogy.*(NewYork:PearsonESL.2000), 149.
[36] Jaap Scheerens, Cees Glas, and Sally M. Thomas, *Education Evaluation, Assessment, andMonitoring: Contexts of Learning*, (Netherlands: Taylor and Francis e-Library, Master e-BookISBN:ISBN 0-203-97105-1,2005),2.

b) Formative assessment

      Formative assessment which concern with measures the students' abilities as part of a process. In the other word formative assessment focuses on helping the students progress to the next level. It is aimed in providing feedback to support and increase the process of teaching learning.

      Furthermore, component also should be a part in asses the teaching speaking whereas the speaking skill is productive skill.

      Regarding to Nunan presented that there six things that must be asses on evaluating teaching speaking skills as follows :[37]

(1) Grammar, which asses on how to control the language use appropriately and to avoid the grammatical errors.

(2) Vocabulary, which asses in the use of vocabulary features. It also indicate the proficiency levelof test taker.

(3) Comprehension, which assess in understanding the context of conversation and provide the response.

(4) Fluency, which indicates the speech production in conversation is well delivered. It can be assessed on confidently the speech delivered and provide the response to

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[37] NunaninYennyRahmawatiandErtin,DevelopingAssessmentforSpeaking,*Journalof IJEE*,Vol1no. 2,(2014) : 202.

the particular theme without being confused in choosing the word.

(5) Pronunciation, which asses with the error of pronunciation occur and the aspect of its pronunciation that interfere to communication.

(6) Task, which deal with finishing the instruction that given during the speaking test.

As the conclusion, evaluation is an assessment that is given after the implementation of teaching learning process. The assessment that commonly is given by teacher to the students are divided into two types; summative and formative assessment.

d. Importance of Speaking Skill

Speaking is a tool to communicate people to others. Speaking is productive skill that all people need in communication. As Brown said speaking is a productive skill that can be directly and empirically observed, where observation identically with the accuracy and the effectiveness of listener which is always deal with reliability and validity of spoken test.[38]Speaking is also the way how people utterance the sentences with use language. Speaking is regarded to more representing what speaker want to say because through speaking, people can share their minds, idea, though freely and spontaneously. That why speaking identically with language. Speaking is one of four

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[38] H.douglas Brown,*Language assessment: principle and classroom practice* (New York:Pearson Education,2004), 140.

skills that should be mastered by the learners.As Rao mentioned that speaking skill is the most important skill in learning a foreign or second language.[39] That why we should be mastered in speaking. Otherwise, as the foreign and second language that speaking is not as easy as we thought. Because speaking is about produce the sentence, so it will be difficult thing for the speaker when they have problem with their ungrammatical structure and less vocabularies. On the other hand, Devi and Mulyadi conveyed that speaking is important part in language teaching and learning. Because the goal of teaching speaking is based on the improvement students' speaking ability, then students can express and learn it through social and cultural rules appropriately.[40]

For instance, speaking is significant skill that should be mastered especially on EFL learners and as speaker should be mastered in speaking because speaking is the way how we utterance some ideas, opinion,or make conversation and share some knowledge to the other. Ineducation itself, speaking is important in language teaching and learning because to speak as students who want to mastered for their speaking, so they need to learn not only by the theory but practicing is also important thing to know the students' improvement about their speaking skill.

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[39] Parupalli Srinivas Rao, "*The Importance of Speaking Skills in English Classrooms* ",Alfourd Council of International English and Literature Journal, vol 2, issues 2, (2019): 13

[40] Devi Rufiana and Mulyadi, *"Using Think-Pair-Square-Share Strategy to Improve Students' Speaking Ability for Indonesian Senior High School Students,"*Journal of Applied and Literature, Vol. 2. No. 1 (january-June 2017): 2.

e. **Elements of Speaking**

If the students want mastering speaking in English, they must learn the elements of speaking. Because elements of speaking is the part of processing communication. The way how they pronounce well, how they arrange their words in spoken context structurally, the capacity their fluent in speaking, and understanding the sentence with our speaking partner. It all need as EFL students or learners who want to learn speaking. Here are the elements of speaking as describe:

1) Pronunciation

It is the basic element of speaking that students must have. Because having good pronunciation it means has a good in communication. Yet poor in pronunciation can make unclear in communication.[41] There is crucial mechanism involved in working memory called phonological loop where the condition of brain saying over and over about words, phrase when we want to keep it in working memory or help it move into long-term memory.[42] For instance, this element is like phone number when you did it over and over to ourselves in order to keep in memory while we go about dialing the number. It likes if the EFL learners want to make their pronunciation stables, so they need repetition and it can held to phonological loop and then can easily enter in long-term memory.

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[41] Sari Luoma*, Assessing speaking* (Cambridge:CUP,2004), 139-140
[42] *I.S.P.* Nation and Jonathan Newton*, Teaching ESL/EFL Listening and Speaking: ESL and Applied Linguistic Professional Series,* (New York:Routledge, 2009), 74.

2) Vocabulary

Vocabulary is the second elements of speaking that we need in speaking skill. In reading, we need vocabulary for reason to give students a new language input and also when we ask students to read or listen, we want them to see how the word used.[43] We know that we need a large number of words to speak a language especially for EFL students. As many as students can collect their vocabularies it means that how it can help them in evaluating their level of vocabulary. In speaking, for EFL students if they have many vocabularies so it can help them to have a good in communicating with people in many topics.

3) Grammar

Grammar is a set of rule which describe how use a language. The aim of grammar is also to learn the correct way to gain expertise in language in oral written form. Therefore , grammar is needed for students to arrange a correct sentence in conversation.

4) Fluency

Fluency identically with the ability of communicative speaking. This element effected to how students have a good in speaking easily without interruption. Harmer mentioned that fluency refers to focusing on the content of speech to communicate

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[43] Jeremy Harmer, *The Practice of English Language teaching:Fourth Edition, (*EdinburghGate:Pearson Longman ELT,2007), 229.

as effectively as possible.[44]however, based on Ghollamhossein and Fatemah's findings indicated that early age had a great impact on participants' speaking fluency.[45]The learner who has that early age, their brain still fresh and if they need some correction from their fluency activity they still can accept and try to repair it. In other word, fluency activity encourage the students especially for the early age. It caused the older age has less motivation, they does not has enough opportunities in their class and also feel guilty for them self if they utterance something mistake to their classmate or even to their lecture.

f. Types of Speaking

Brown mentioned that there are five types of speaking. They are imitative, intensive, responsive, interactive and extensive.[46] Those types are commonly can students find out at the way how their oral production is produced in their teaching-learning process.

1) Imitative

Imitative is refers to the word "imitate" that means copied the word by followed someone who pronounce it. This ability is like parrot back imitate a word, phrase or even the sentence. The assessment from this imitative speaking popularly is by use phonepass task. The phonepass is over the telephone, where there

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[44]Ibid, 157.

[45] Ghollamhossein Shahini and Fatemeh Shahamirian, *Improving English Speaking Fluency: TheRole of Six Factors,*Advances in Language and Literature Studies, Vol:8 issue:6,(2017):103.

[46] H.douglas Brown,*Language Assessment: Principle And Classroom Practice* (New York:PearsonEducation,2004), 141-182.

are four parts to run this assessment involved the test-takers read aloud, after that repeat sentence, then say words and the last answer questions.

2) Intensive

The types of speaking that a moment sort of talking regularly utilized in appraisal contexts is the generation of brief extends of verbal dialect outlined to illustrate competence in a limit band of linguistic, phrasal, lexical, or phonological connections. The assessment tasks of intensive speaking are direct respond task, read aloud task, picture-cued task, translation, sentence or dialogue completion tasks and oral questionnaires.

3) Responsive

This type of speaking that the assessment tasks are about reaction, comprehension content from the conversation, small talk orgreeting in limited level of very short conversation. The designingassessment by this type as follow Question and Answer, givingdirection and paraphrasing.

4) Interactive

This type is within the length and complexity of the interaction, like in oral production can gotten to be practically complex with the got to talk in a casual enroll and utilize colloquial dialect, ellipsis, slang, humor, and other sociolinguistics traditions.

The assessment task by interactive speaking are interview, role play, discussion and conversation and applying games.

5) Extensive

This type also can be called monologue which is this type creating the oral production like speech, telling story, oral interaction with listener is either highly limited or ruled out altogether. The language style by this type is more deliberative and formal in extensive tasks. Thus, in informal it could be taken by monologue speech e.g. my holiday at mountain or a recipe for fascinating of lava meatball, recounting the plot of movies.

3. **Think- Pair- Share Strategy**

a. The Nature of Think- Pair- Share Strategy

Think-Pair-Share is the strategy that was developed by Lyman in 1981. This strategy shortly as known as Think-Pair-Share. Think-Pair-Share strategy is a type of cooperative learning that allows students to think, pair up and work with partners and share where those all are reflected by the name of the strategy with three steps, think-pair-share. This strategy make the students listen the question or presentation, then they are given the time to think, after that pair and discuss their thought with their partner and last share those thought with the class.[47]Think-Pair-Share strategy is the one of strategies in cooperative learning which promotes learning comprehension to

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[47] Margaret Bouncard, *Comprehension Strategies for English Language Learners* (USA: Scholastic Inc,2005), 110.

understand the material given comprehensively.[48]it means in Think-Pair-Share strategy where three steps e.i. think, pair and share, it also learn about the comprehension in understanding the material. Dian aprianti said that Think-Pair-Share is the strategy that promote the students involvement in the classroom.[49]this strategy makes students engaged the activities in the classroom likedoing discussion and get opportunities to share their views, opinion and ideas.

From the explanation above, it can be concluded that Think-Pair-Share or called Think-pair-share is the strategy that conducted it by its name in three steps, they are think first then pairs where having discussion with their partners and then share the ideas from discussion. From here this strategy able to build the students' comprehension in understanding the material. Think-Pair-Share strategy also build the atmosphere in the classroom such in discussion and share their ideas, opinion. From here, this strategy provides the students to be active and have critical thinking with the fun way and by this strategy focusing on their motivation in teaching-learning.

b. The Steps of Think- Pair- Share Strategy

Think-Pair-Share strategy have three steps to conduct it involved in beginning with think, then pair and the last is share. Based on Ribhi there are three steps to implement think-pair-share strategy on

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[48] Rahmat J, Abidin Pammu, and Ria Jubhari, *"The Effectiveness of Think-Pair-Share Strategy on Improving Visually Impaired Students' Speaking Skill at SLB-A Yapti Makassar",* ELS Journal onInterdisciplinary Studies in Humanities, vol 4 issue 2, (2021): 16.

[49]Dian Aprianti and Mutiara Ayu, *Think-Pair-Share: Engaging Students in Speaking Activities in Classroom,* (Journal of English Language Teaching and Learning(JELTL), Vol. 1, no.1, (2020):15.

teaching speaking skill, they are thinking step, pairing step, and sharing step.[50]

1) Thinking Steps

This first step is when the teacher is offering the question exciting to think or the problem related to the topic of lesson to search for solution then the teacher asked the students to think alone to resolve the issue or problem at hand and give them the specific time to think and the time is determined for individual reflection on the basis of students' knowledge and the nature of question and the degree of complexity.

2) Pairing Step

In the next step, the teacher asks for the students to splitting up into pairs and discuss what they think about it who shall each student to discuss and share ideas reached by thinking step with his colleague who sits next him and each of them is trying to make his point and convince the colleague and also exchange the views and idea.

3) Sharing Step

In the last step, the teacher can participate each pair of students to think together and in this sharing step the students can stimulate their energies and their ability such they can deal with the

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[50] Ribhi Khaleel Ahmad Hamdan, *The Effect of (Think-Pair-Share) Strategy on the Achievement of Third Grade Student in Science in the Educational District of Irbid,* (Journal of Education and Practice, Vol .8, No.9, (2017): ISSN 2222-1735(Paper) and ISSN 2222-288X (Online)), 89.

historical event. In other word this step provide the students to get the outcome from the discussion with their partner in pairing time.

c. The Benefits of Think- Pair- Share Strategy

There are some Benefits of Think-Pair-Share strategy, as Yanti mentioned that the benefits of Think-Pair-Share strategy provides the students to think about the topic or the problem then they can build their oral communication from their critical thinking, good in interaction and they also free to utterance their arguments. [51] In discussion of pairing step, with Think-Pair-Share strategy the students can share their idea with their partner then discuss it and make it all clear with the same opinion that they have make a deal for it. Then in sharing time, they can build their ability to utterance the result that they have make a deal in pairing discussion before and to share it to the whole class. Similarly, Cahyani said that Think-Pair-Share strategy provides students to learn about how to listen, how to respect the other argument and how to think the idea together with the partner. This strategy also provides students to be more active and they get their higher self-esteem, more motivated and more enjoyable in learning experience.[52] Think-Pair-Share strategy was helped the students work together in pairs such share and discuss so from here students can learn

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[51] Melli Yanti, Albert Rufinus and Regina, *Improving Students' Speaking Skills Through Think-Pair-Share Technique,*(Tanjungpura University, English Education Study Program Language and art Education , Department Teacher Training an Education Faculty, Pontianak, 2017).

[52] Feni Cahyani, *"The Use of Think Pair Share Technique to Improve Students' Speaking Performance", Research in English and Education (READ),3(1), (February 2018): E-ISSN 2528-746X, 90-91.*

maximally with the lesson that they got, then this strategy minimized the feeling of insecurity to share the opinions, this strategy also made students brave to speak up and make a mistake unconsciously. Syafii mentions that Think-Pair-Share strategy provides the students to be more critical, active and increase the quality of students' response on "think time".[53] So it means this strategy also provides the improvement of their speaking skill. On the other hand, the benefit by this strategy for the teachers that they have got the effective strategy for teaching speaking in order to activate the circumstances of students on their spoken activities.

The sums up that in this strategy is beneficial for the students in their learning process especially for their speaking skill as follows:

1) The students can build their oral communication.

2) More critical.

3) Increase the quality of students' response.

4) Good in interaction involved respect to the other argument.

5) More active.

6) Get their higher self-esteem.

7) More motivated

8) More enjoyable in learning experience

9) Brave to speak up and make mistake unconsciously.

10) Minimized their insecurity in share their opinion.

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[53] Muhammad Lukman Syafii, *"Using The Think-Pair-Share Strategy to Increase Students' Active Involvement and to Improve Their Speaking Skill", IJEE* (Indonesian Journal of English Education), 5(1), (2018): 65

CHAPTER III

RESEARCH METHOD

This chapter presents the research method of this current research that consist of approach and design of research, research location, research subject, data collection technique, data analysis, validity of data, and research procedure.

A. Approach and Design of Research

The approach for this research used qualitative research approach. In general, qualitative research holds a more positivist view of the world where it suggest that reality is something tangible that can be objectively measured with the help of observational and experimental methods. Qualitative research is humanistic because it focuses on the personal, subjective and experiential basis of knowledge and practice. This approach also holistic because it seeks to situate the meaning of particular behaviors and ways of doing things in a given context.[54]Thus, qualitative methodis generally open-ended and in-depth, naturalistic where they attempt to study things, people or events in a natural(non-experimental) setting.

Meanwhile, the design of this research used descriptive qualitative research. Descriptive qualitative research is just describing the situation the object or phenomenon without a view to take some conclusions generally and it is done to give the detail image of phenomenon. The aim of

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[54] Karina Kielmann, Fabian Cataldo, and Janet Seeley, *Introduction to Qualitative Methodology: A Training* Manual (UK:Department for International Environment(DFID), 2012), 7-9.

descriptiveresearch are to make systematical description, factual, and accurate about fact and the characteristic of population.[55]

In this research, the researcher chose the descriptive qualitative research because this design appropriated with this current research that it described on the phenomenon that happened in society deeply involved in emotionally, expression, motivation, ambition according to the field as the research location on private SMP of SMP Darullughah Wal Karomah. It meant the result of this research was described from some activities which was at the beginning of this research such on the preliminary study, then when the strategy was conducted and applied the instruments that was used and until at the end of this research in analyzing the data.

B. Research Location

The research location was conducted at SMP Darullughah Wal Karomah. Which is located on Jl. Mayjen Panjaitan village, Kraksaan district, Probolinggo city. The researcher chooses the SMP Darullughah Wal Karomah as the place of the research because this field appropriates to be researched due to this institution, the private school under the boarding house foundation that implements Think-Pair-Share strategy in teaching learning process as cooperative approach and it need to be explored.

C. Research Subject

Research subject is the subjects that will be used to collect the data as data source and the result of this data source where it is related with the focus

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[55] Sumandi Suryabrata, *Metodologi Penelitian*, (Jakarta:Raja Grafindo Persada, 2008),166

of this research. The description involved in the data that will be obtained, the subjects who appropriate with this research. In qualitative research, the subjects who appropriate as the research subject was identified and recruited by using purposive sampling.[56] Purposive sampling was appropriate for this current research because it wasregarding to the place and people that helpful in understanding the central phenomenon at the field. The subject of this research were:

1. Miss Netty Merry Yasmin, S.Ss. as the English teacher at eighth grade.

3. Liya Ayu Permani as the Student at eighth grade.

4. Putry Dewi Kurnia as the Student at eighth grade

5. Ayu Wardani as the Student at eighth grade

6. Nur Wildi Rodiyah as the Student at eighth grade

D. Data Collection Technique

The data collection technique used by researcher are as follows:[57]

1. Observation

Observation is process of gathering open-ended, firsthand information by observing people and places at a research site. In observational roles, there are two type of roles namely a participant observer and a nonparticipant observer. A participant observer, where the observational role adopted by researchers when they take part in activities in the setting they observe. At the same time, that researchers are

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[56] John C. Creswell, *Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research 4th edition* (Boston: Pearson Education, 2012), 205. 61

[57] John C. Creswell, *Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research*, 212-224.

participating in activities, they also record the information. A nonparticipant observer, where is an observer who visits the site and records notes without becoming involved in the activities of the participants.

In this research, the researcher chose observation of the non-participant observer to conduct research. The reason was the researcher focused on observing and recording notes during observation activities without involved in the activities of participants. Thus, the result of observation activities extended the achievement that the researcher wanted. In this research, the observation was conducted on the objective conditions of SMP Darullughah Wal Karomahand during the implementation of teaching speaking skill through Think-Pair-Share strategy.

2. Interview

A qualitative interview occurs when the researcher asked one or more participants general, open-ended questions, and record their questions.In the interviews, there were four type of interviews as follows:

a. One-on-one interview

One-on-one interviews is a data collection process in which the researcher asks questions to and records answer from one participant in the study at a time. This type of interviews is ideally for interviewing the participant who are not hesitant to speak, who are articulate, and who can share ideas comfortably.

b. Focus group interview

A focus group interviews is a process of collecting data through interviews with a group of people, typically four to six. The researcher asks a small number of general questions and elicits responses from all individuals in the group.

c. Telephone interview

A telephone interviews is the process of gathering data using the telephone and asks a small number of general questions.

d. E-mail interview

E-mail interviews consist of collecting open-ended data through interviews with the individuals using computers and internet to do so.

In this research, the interview that researcher used semi-structured interview. Semi structure Interview where the interview naturally happened to review questions for the students without disturbing their convenience when the interview section wasrunning. In brief, the researcher distributed the questions on interview section naturally in order to made students felt comfortable when they were asked some questions. The researcher also used one-on-one interviews and focus group interviews. As the explanation above, those interviews were appropriate with the phenomenon with this current research. Furthermore, the entire research subject who involved in the interview section enjoyed during the interview.

In this research, one-on-one interviews was conducted to the English teacher of SMP Darullughah Wal Karomah while the focus group interviews was conducted to the 4 students of eight grade at SMP Darullughah Wal Karomah. The data obtained from interview included the purpose, the material, the steps and the evaluation of teaching speaking skill through TPS strategy.

3. Document Review

Documents review consist of public and private records that qualitative researches obtain about a site or participant in a study, and they can include a newspaper, minutes of meetings, personal journal, and letters. These sources provide valuable information in helping researches understand central phenomena in qualitative research.

guidelines as follows; identify the types of documents that can provide useful information to answer your qualitative questions, then considers both public documents and private documents as sources information for your research, once the documents are located, seek permission to use them from the appropriate individuals in charge of the materials, after that if you ask participants to keep a journal, next provide specific instruction about the procedure, once you have permission to use documents, examine them for accuracy, completeness and usefulness in answering the research focus in your study, the last records information from the documents.

In this research, the data obtained to the documents were :

a. The profile of SMP Darullughah Wal Karomah

b. The Vision and Mission of SMP Darullughah Wal Karomah

c. The English Teacher of SMP Darullughah Wal Karomah

d. The lesson plans

E. Data Analysis

The data analysis for the students in SMP level above was analyzed by using the concept of qualitative data analysis from Miles, Huberman and Saldaña. They highlighted the analysis as three concurrent flows of activity: data condensation, data display, and conclusion drawing/verification.[58]

1. Data Condensation

The activity in data condensation is the researcher begin to select, focus, simplify, abstract, and/or transform the data from the topic that would like to be researched as like written up field notes, interview transcripts, documents, and other empirical materials by condensing that can making data stronger. In this research, the researcher wrote summaries of what had been obtained from the data collection involved the purpose, the material, the steps and the evaluation of teaching speaking skill through TPS strategy. After that, the researcher simplified the result of summary to be used in data display.

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[58] Matthew B. Miles, A. Michael Huberman and Johnny Saldaña, *Qualitative Data Analysi*s, 201

2. Data Display

The data display where defines compress assembly organized information that allows conclusion drawing and action.[59] The data display is done in some form such as graphs, table, charts and networks. Apart of those, the data presentation can be form a brief of description. the activity in data display the researcher attempt to designing displays which it is deciding on the rows and columns of a matrix for qualitative data and deciding which data, in which form, should be entered in the cells, so they can be called analytic activities.

In this research the organizing the data had been obtained in the descriptive form. The data in this stage was organized through obtaining the data that had been taken. Then the researcher described the results of the contents of the data in drawing an verifying conclusions.

3. Drawing and verifying conclusions

The activities of drawing and verifying conclusions start with data collection. Then, the qualitative analyst interprets what things mean by noting patterns, explanations, causal flows, and propositions. The competent researcher holds these conclusions lightly, maintaining openness and skepticism, but if the conclusions are still there, vague at first, then increasingly explicit and grounded. The "final" conclusions may not appear until data collection is over, depending on the size of the corpus

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[59] Matthew B. Miles, A. Michael Huberman and Johnny Saldaña, *Qualitative Data Analysis,* 113

of field notes; the coding, storage, and retrieval methods used; the sophistication of the researcher; and any necessary deadlines to be met.

The conclusion was drawn after the collected data had been presented and an in-depth understanding of the data had been faced, then the researcher verified the data by checking the data correlation to what data had been presented with new data to be used as conclusions of the purpose, the material, the steps and the evaluation of teaching speaking skill through TPS strategy.

F. Data Validity

Validity is the significant consideration in developing and evaluating measuring instruments. Validity as extent to which an instrument measured what it claimed to measure. [60] In qualitative, validity the data used triangulation. In this research, the validity of data on triangulation is divided into two ways; triangulation of data source and triangulation of technique.[61] Triangulation of data sources was assessed to the credibility of the data that checking the data obtained to several sources involved in person, place, time, etc. While the triangulation of technique was assessed to the credibility of data that checking the same data by various methods. It can involved in interview, observation and documents review.

After the data was collected from non-participant observation, interview on one on one interview, focus group interviews, and document

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[60] Donald Ary et al*., Introduction to Research in Education: Eighth Edition* (Canada: Nelson education, Ltd2010), 225.

[61] Matthew B. Miles, A. Michael Huberman and Johnny Saldaña*, Qualitative Data Analysis: a methods sourcebook; third edition (*Landon : Sage Publication 2014),266.

review, the researcher needed to compare all the instruments. Then, in this research for example where the data of interview gave the positive perception related to TPS Strategy because it was supported by the result of observation. So it was validated by the other data.

G. Research Procedure

The research procedure means the research implementation plan that carried out by the researcher, starting in preliminary research, design development, actual research and write reports.

Regarding to the research procedure above, this research had three phases that have been passed by researcher in the research procedure form asfollows:

1. Pre-Field Stage

Pre-field stage was done before doing the field work.

a. Develop the research resign

In compiling the plan, the researcher established the plan by follows the tittle of research, the reason of the research, the focus of the research, the purpose of the research, the benefits of research, the object of research and the strategy used.

b. Choosing research field

The researcher chose the research field and the research field for this research was at SMP Darullughah Wal Karomah.

c. Permit processing

In permit processing, before conducting the research that the researcher took license in advance to the campus and visited to the research field in getting permission, then took a stage of research.

d. Assess the stage of the field

After getting the permission, the research began to explore to know better the background of the research object in order to make it easier for the researcher in digging up the data.

e. Prepare research instrument

After the stages above done, the last stage was preparing the instrument needed before conducting the research.

2. **Stage of field work**

In this stage, the data of this research was carried out. In carrying out the data, the researcher collected the data by three methods, they were observation, interviews and document review.

3. **Data analysis stage**

After the data was carried out and collected from the result of observation, interview and document review, the data was analyzed with Huberman and Saldana's model. Then, it was described to the form of report and consulted with the advisor. After all, this research was tested and revised for the very last time after the exam was done.

CHAPTER IV

DATA PRESENTATION AND DISCUSSION

This chapter presents the description of the research object, data presentation and discussion

A. Description of the Research Object

1. Profile of SMP Darullughah Wal Karomah

SMP Darul Lughah Wal Karomah is located on Jl. Maj. Gen. Panjaitan No. 12 Sidomukti Kraksaan Probolinggo East Java. SMP Darul Lughah Wal Karomah institution which is very strategic in the heart of the city of Kraksaan, and integrated with education in Islamic boarding schools, so that it can easily and quickly absorb various actual and factual information.[62]

2. Vision And Mission

Vision

Realization of Superior Education Institutions in Quality based on Akhlakul Karimah, Faith and Taqwa (UKA IMTAQ).

Missions:

a. Organizing education effectively and efficiently so that students develop optimally

b. Organizing learning to develop the ability to think actively, creatively, innovatively and actively in solving problems.

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[62] Document Review, Visi dan Misi SMP Darul Lughah Wal Karomah.

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c. Organizing self-development so that students can develop according to their interests and talents.

d. Fostering good morals and real practices so that students can become role models for friends and the community.

e. Fostering an environment and religious behavior so that students can practice and live their religion in a real way.

B. **Data Presentation and Analysis**

Data Presentation and analysis contain the detailed data descriptions and findings obtained using the methods and procedures described in chapter 3. This description consists of data descriptions presented to the topic according to research questions. The results of the data analysis are the findings of research presented in the form of patterns, themes, lesions, and motives arising from the data. Besides, the finding may be a category, classification system and typology.

1. **The purpose of teaching speaking skill through TPS strategy at eighth grade students of SMPDarullughah Wal Karomahin academic year 2022-2023.**

Purpose is the various of other benefits for young students including academic benefits. In teaching learning process, purpose commonly has been written in term "learning objective" of lesson plan. In that term, collecting the data for the purpose of teaching speaking skill through TPS strategy used three ways, they were observation, interview and documents review.

According to the interview with the English teacher at eight grade students, miss Netty Merry Yasmin saidthat [63]

> " the purpose of this school is focus on one skill, that is speaking. It means this purpose refers to the students can speak English well. At eight grade I give more chances for students maximally to practice it. Moreover, the purpose of TPS strategy on my lesson plan in part of learning objective "

It was supported by the focus group interview result with one thestudents of eighth grade, she confirmed that[64]

> "in my opinion, this learning want make us can speak English inthe classroom. Because miss Netty always makes interaction to us inthe class so we have time to speak a lot".

It was also strengthen by Putry in focus group interview, she stated that[65]

> "same opinion. Because before it, commonly I afraid to speakEnglish but now I have a little power to brave speak English in theclassroom."

Regarding to the observation in the classroom, the researcher observed that after the teacher entered the class at 11.05 a.m, greeted thestudents, prayed together, and checked the attendance list, the teacher toldthe students about the topic and explained the teaching purpose according to the material taught in the classroom. The purpose was also related to thestrategy that teacher used to reach the achievement of speaking skills. Thepurpose of teaching speaking skill through TPS strategy are at first theteacher wants students to express the students' speaking in identifyingcritically, give a response actively by completing,

[63] Miss Netty, interviewed byEva Ari Suci, Sidomukti,11th April 2023.
[64] Ayu, Focus group interview toward students of eight grade, Sidomukti, 12th April 2023.
[65] Putry, Focus group interview toward students of eight grade, Sidomukti, 12th April 2023.

arranging creatively,discussing wisely, and presenting confidently on the social functions, thetext structure and language features of verbal and verbal with linking verbsentences, then performing their result by sharing it to the class[66]

Moreover, it was also approved in reviewing documents of lesson plan that miss Netty as English teacher created it. It stated that the purpose of teaching speaking skill through TPS strategy are : [67] (1) students are able to identify critically the social functions, text structure and language features of verbal and verbal with linking verb sentences, (2) students are able to give response actively by completing the sentence contains with text structure and language features of verbal and verbal with linking verb sentences, (3) students are able to compile the verbal and verbal withlinking verb sentences creatively, (4) students are able to discuss in pair-work wisely of verbal and verbal with linking verb sentences, (5) students are able to present the report result to the class confidently.

Based on the result of the observation, interview, and documents review on the purpose of teaching speaking skill through TPS strategy at eighth grade students of SMP Darullughah Wal Karomah was: 1) The students are able to identify critically, 2) give response actively, 3) compile creatively, 4) discuss in pair-work wisely and 5) present the report result to the class confidently.

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[66] Observation,04th and 12th of April 2023.
[67] Document reviewoflesson plan, appendix 4.

2. **The material of teaching speaking skill through TPS strategy at eighth grade students of SMP Darul Lughah Wakaramah in academic year 2022-2023.**

Material is given by the teacher to the students in order to increase the students knowledge, train the students in communication and also to Material is given by the teacher to the students in order to increase the students knowledge, train the students in communication and also to control the learning process.

Regarding to interview the English teacher, Miss Netty said that[68]

"basically, I got my materials about verbal and verbal with linking verb sentences in simple present tense from many sources. It can be taken from google, YouTube, and others. Then I summarized it with simple one in order to give the students with the clear explanation and easy to understand. ".

It was supported by one of the students namely Dita in focus group interview, she said that[69]

"Alhamdulillah, the material about simple present tense is easy to understand, miss netty also explained it with clear explanation and make point note in the whiteboard. Today we learn it to our daily activities".

Regarding to the observation on 04th and 12th of April 2023in teaching speaking skill through TPS strategy at eighth gradestudents, the material talked about simple present tense which consist ofverbal and verbal with linking verb sentences. This material contained ofthe social functions, text structure and language features in form positive,negative

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[68] Miss Netty,interviewed by Eva Ari Suci, Sidomukti,11th April 2023.
[69] Dita Focus group interview toward students of eight grade, Sidomukti, 12th April 2023.

and question with theme of daily activities. The researcher alsoobserved that the teacher did not use the primary book as reference forteaching but she got the references from internet, e-book such as "whenthe English rings a bell", materials in PPT or show the video related to thematerial which are relevant according to the basic competence. Theresearcher observe that the teacher made it in simple notes in thewhiteboard and in clear explanation[70]

It was also proved by the lesson plan at point D namely learning material and point E namely media, method and sources (see appendix 4)[71] Point D presented simple present tense included the social function, the text structure and language features at verbal and verbal with linking verb sentences with theme daily activities in form positive, negative and question. Moreover, at point E, the media used were laptop, LCD, video, whiteboard, board marker, used TPS strategy, and Power point to explain the material. Meanwhile, the sources were adapted from internet, e-book, and vocabulary pocket.

The data gathered from observation, interview, and documents review showed that the result on the material of teaching speaking skill through TPS strategy at eighth grade students of SMP Darullughah Wal Karomah 2023-2024 academic year was: about simple present tense which consisted verbal and verbal with linking verb sentences included the social

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[70] Observation, 04th d and 12th of April 2023.
[71] Lesson plan, appendix 4.

function, the text structure and language features in form positive, negative and question with theme of daily activities.

3. **The steps of teaching speaking skill through TPS strategy at eighth grade students of SMPDarullughah Wal Karomahin academic year 2022-2023.**

The steps of teaching speaking skill through TPS strategy regarding to the focus group interview at eighth grade students, two students namely Wardahand Dita stated that[72]

> "At first Ustadzah always open the class with greeting and pray together, then told us about the topic and then explain the material. After explaining the materials, Ustadzah give us a question related to the materials."

It was added by Putry, she said that[73]

> "At the same time, Ustadzah give a command to us to think in our mindabout the questions that she give to us.".

Those above was strengthened in Ayu's statement, she confirmed that[74]

> "yes miss, after Ustadzah give a question to us commonly we write it down in our book. Then we communicate with our table mate to discuss it and then we share it in report result to the class.".

In addiction to the steps of teaching speaking skill through TPS strategy regarding to miss Netty as English teacher at eighth grade, she stated that[75]

> "The steps that I conduct to the teaching speaking skill through TPS strategy are based on to the lesson plan which consisted of

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[72] Wardah and Dita,Focus group interview toward students of eight grade, Sidomukti, 12th April 2023.

[73] Putry,Focus group interview toward students of eight grade, Sidomukti, 12th April 2023.

[74] Ayu,Focus group interview toward students of eight grade, Sidomukti, 12th April 2023.

[75] Miss Netty, interviewed by Eva Ari Suci, Sidomukti,11th April 2023

opening, core and closure. I start the class by saying salam, then checking the students' attendance, learning objectives, enter the material and mostly I make ice breaking or warm up first to get the students attention so they are under control and the teaching speaking process is running effectively. Because the strategy that I used is TPS strategy, I explain first what the students' do for the next that consist of; firstly, after explain the material, I give the students the command to think based on the issue that I give to them. Secondly, I ask them in pair work to discuss it with their table mate. Thirdly, they share it in report form to the class. When the students share their report, I give them attention to correct their performance and give some feedback if needed.".

Regarding to the interview result to the English teacher and the students at eight grade, it showed that the steps of teaching speaking skill through TPS strategy consisted the opening, core and closure which were started by saying salam, greetings, praying together, checking thestudents' attendance, warm up/ice breaking if needed, the learning objectives, then enter to the material explanation, think steps, pair steps(by doing pair work), share steps(share the report result to the class), and evaluation.

Regarding to the observation in the eighth grade of schoolgirl on 04th and 12th April2023, the researcher found that the teacher gave salam, recited du'a together before beginning the teaching-learningprocess, after that teacher checked the students' presence with theattendance list. Then the teacher told the learning objectives and the topic,recalled the material from previous week, entered the material of presenttime, the teacher asked the students to make question example regarding tothe material one by one, then gave command to students with their mindabout the question that teacher gave them**(thinking step),** after that theteacher asked the students to pair with their table-mate and make 5questions for their table-mate

eachother**(Pairing Step),** the last that theteacher asked the students to come forward to share the result in a report tothe class**(Share steps)**. At this time, the teacher gave comments in theirperformance involved in repairing their grammatical error, theirpronunciation, their fluency.[76]

It was supported by lesson plan with the topic of verbal and verbal with linking verb sentences in simple present tense at point F about learning activities that contained the steps of teaching speaking skill through TPS strategy were a) teacher gave a command to the students toarrange the verbal and verbal with linking verb sentences creatively in form positive, negative and question in theme daily activities, b) then the students pair with their table-mate to discuss it wisely, and c) the last the students with their pairs come forward to the class confidently to present their report result.[77]

Based on the observation, interview, and documents review on the steps of teaching speaking skill through TPS strategy at eighth grade students of SMP Darullughah Wal Karomahin academic year 2022-2023were: a) The teacher gave a command the students to compile the verbal and verbal with linking verb sentences in statement, negative and question form. b) The students are asked to do pair-work with their table-mate to discuss it. c) each pair came forward to the class to present their report result to the class.

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[76] Observation, *04th and 12th April 2023.*
[77] Document review of lesson plan, *appendix 4.*

4. **The evaluation of teaching speaking skill through TPS strategy ateighth grade students of SMPDarullughah Wal Karomahin academic year 2022-2023.**

The evaluation of teaching speaking skill through TPS strategy at eighth grade students regarding to interview the English teacher, miss Netty stated that[78]

> "the evaluation is given in the last part before closing the class. It regards to the students, how they catch the goals of materials bymaking them to practice it and reflect their understanding. In evaluation time, especially I give a treatment to help the students who need my feedback, comment, correction about their report and performance. In speaking skills, the evaluation mostly happens to their comprehension related to the material when they apply it inpractice time, pronunciation, their fluency, their grammatical error and some vocabulary that is not available in their pocket book. Thus, for reflection before close the class, I give them somequestions to the teaching of speaking class. The students easy to forget the English vocabulary. That is why in evaluation time I remind the students to always practice it in daily life even they mix it with their mother tongue. This way, make students realize that evaluation make them know the correct one consciously in speaking English well especially in speaking elements."

It was also supported by Ayu and Dita from the focus group interview. They stated that[79]

> " in our performance, miss Netty always corrects in our pronunciation, our grammar, vocabulary, our fluency and when the written test we fill in the blank the exercise that miss Netty gives, also miss Netty tries to make us understand with clear explanation if we do not understand her command."

In addition, regarding to the focus group interview by Putryand Wardah, they added that[80]

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[78] Miss Netty, interviewed by Eva Ari Suci, Sidomukti,11th April 2023

[79] Ayu and Dita,Focus group interview toward students of eight grade, Sidomukti, 12th April 2023.

"she always gives us questions before closing the class such as in verbal sentences, she asks us to answer the question about what the social function, text structure and language features are. Then she gives us question about making verbal sentences and we answer itorally. Then miss netty reminds us to always practice by speak it. Because we sometime forget to pronounce it if never practicing it".

Regarding to the observation, the researcher observed that the evaluation of teaching speaking skill through TPS strategy at eight grade students used formative assessment where the teacher gave the students an exercise related to the topic verbal and verbal with linking verb sentences in simple present tense and to their performance. They wrote 5 verbal sentences on 04th April 2023 and wrote 5 verbal with linking verb sentences on 12th April 2023. After that they paired with their table mate to discuss and practice it by making it in report result to the class. Thus, before the class ended, the teacher gave the students some questions for reflecting the material that was taught. Such as at verbal and verbal with linking verb sentences, teacher asked the students to answer the questions about social function, text structure and language features. Then the students can rise their hand who can answer it orally.

Regarding to the lesson plan, the evaluation of teaching speaking skill through TPS strategy at eighth grade students that was approved at point G in lesson plan namely Assessment.[81] The evaluation conducted was in 2 techniques; written test and practice test. Written test where it refers to fill in the blank and the practice test refer to create 10 verbal and

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[80] Putry and Wardah, Focus group interview toward students of eight grade, Sidomukti, 12th April 2023.

[81] Document review of lesson plan, *appendix 4.*

verbal with linking verb sentences (5 each), pair with the table mate and asked the students to read them aloud to the class (scoring rubric with aspect of pronunciation, grammar, vocabulary, fluency). in addition, at point F in learning activities in closure stage where it stated teacher gavethe questions to the students to help them do reflection toward the teaching-learning process.

From data gathered above on interview, observation and documents review on the evaluation of teaching speaking skill through TPS strategy at eighth grade students of SMP Darullughah Wal Karomah was: used formative assessment which is in two techniques; written test and practice test. Written test refer to fill in the blank the exercise that related to the verbaland verbal with linking verb sentences, then the practice test refers to create 10 verbal and verbal with linking verb sentences (5 each), pair with the table mate and asked the students to read them aloud to the class which the scoring rubric is with aspect of pronunciation, grammar, vocabulary,fluency.

Table 4.1
Data presentation and Analysis

No.	Focus	Findings
1	2	3
1	How is the purpose of teaching speaking skill through TPS strategy at eighth grade students of SMPDarullughah Wal Karomahin academic year 2022-2023?	The purpose of teaching speaking skills through TPS strategy at eighth grade students of SMP Darullughah Wal Karomahin academic year 2022-2023 was: (1)The students are able to identify critically the social functions, text structure and language features of verbal

No.	Focus	Findings
1	2	3
		and verbal with linking verb sentences, (2)The students are able togive response actively by completing the sentence contains with text structure and language features of verbal and verbal with linking verb sentences, (3)The students are able to compile the verbal and verbal with linking verb sentences creatively, (4)The students are able to discuss in pair-work onverbal and verbal with linking verb sentences wisely, (5)The students are able to present the report result to the class confidently.
2	How is the material of teaching speaking skill through TPS strategy at eighth grade students of SMPDarullughah Wal Karomahin academic year 2022-2023?	The material of teaching speaking skill through TPS strategy at eighth grade students of SMPDarul Lugah Walkaramah in academic year 2022-2023 was: about simple present tense in form positive, negative and question of verbal and verbal with linking verbsentences with theme daily activity (the social function, the text structure and language features).
1	2	3
3	How are the steps of teaching speaking skill through TPS strategy at eighth grade students of SMPDarullughah Wal Karomahin academic year 2022-2023?	The steps of teaching speaking skills through TPS strategy at eighth grade students of SMPDarullughah Wal Karomahin academic year 2022-2023 were: a)The teacher gave a command the students to compiled the verbal andverbal with linking verb sentences in statement, negative and question form. b) The students are asked to do pair-work with their table-mate to discuss it. c) Each pair come forward to present their report result to the class.

No.	Focus	Findings
1	2	3
4	How is the evaluation of teaching speaking skill through TPS strategy at eighth grade students of SMPDarullughah Wal Karomahin academic year 2022-2023?	The evaluation of teaching speaking skills through TPS strategy at eighthgrade students of SMPDarullughah Wal Karomahin academicyear 2022-2023 were: formative assessment (written test refer to fill in the blank the exercise related to the verbal and verbal with linkingverb sentences, then the practice test refer to create 10 verbal and verbal with linking verb sentences (5 each), pair with the table mate and asks the students to read them aloud to the class which the scoring rubric with aspect of pronunciation, grammar, vocabulary, fluency).

C. Discussion

This stage is the researcher's ideas the relationship between thecategories and dimensions, the position of current findings with previous one ,as well as interpretations and explanations of the findings revealed from thefield. In this research, the researcher found four things to discuss in this theme;the purpose, the material, the steps and the evaluation of teaching speaking skill through TPS strategy at eighth grade students of SMP Darullughah Wal Karomah.

1. **The Purpose of Teaching Speaking skill Through TPS Strategy atEighth Grade Students of SMPDarullughah Wal Karomahin Academic Year 2022-2023.**

Purpose is related with various of other benefits for young students involved in academic benefits meanwhile Teaching purpose is

achievement of other various benefits to the students' activities in the classroom. Teaching purpose is one of the significant part of the teaching learning process that commonly known as learning objectives in lesson plan. In teaching speaking skills, the teacher has the same purpose of it, that is to develop the students' speaking skills. In supporting it, teacher needs to conduct some activities. Unconsciously spoken language activities makes the teacher drive the students to some purposes because its purpose drives the students' engagement with the school.[82]

According to the finding, the purpose of teaching speaking skill through TPS strategy at eighth grade students of SMP Darullughah Wal Karomahin academic year 2022-2023 are: 1) The students are able to identify critically the social functions, text structure and language features of verbal and verbal with linking verb sentences, 2) The students are able to give response activelyby completing the sentence contains with text structure and language features of verbal and verbal with linking verb sentences, 3) The students are able to compile the verbal and verbal with linking verb sentences creatively, 4) The students are able to discuss wisely in pair-work of verbal and verbal with linking verb sentences, 5) The students are able to present the report result to the class confidently.

Regarding to the finding above, it can be concluded that there are five purposes on teaching speaking skill through TPS strategy in the classroom, they are classified by identifying, give response by completing,

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[82] Heather Malin, *Teaching for Purpose:Preparing Students for live in meaning*, 5.

compiling, discussing, and presenting. Those activities are relevant with the statement of Malin that the spoken language activities unconsciously make teacher drive the students to some purposes. [83] It means that implementing the spoken activities in the classroom by identifying, giving response by completing, compiling, discussing and presenting drives the students to achieve the purpose of teaching speaking skills, that is to develop their speaking skills.

The conclusion about the finding related to the purpose of teaching speaking skill through TPS strategy at eighth grade students of SMP Darullughah Wal Karomah matches with the theory that talked on the teaching purpose. The purpose of teaching speaking skill unconsciously creates the circumstance of spoken language activities in the classroom by identifying critically, giving response actively by completing, compiling creatively, discussing wisely and presenting confidently. Those purposes drive the students to achieve the purpose of teaching speaking skill generally that is to develop their speaking skills.

2. **The material of Teaching Speaking skill Through TPS Strategy atEighth Grade Students of SMPDarullughah Wal Karomah in Academic Year 2022-2023.**

Material is one of the crucial tools in teaching learning process. In teaching learning process, material is given by the teacher to the students in order to increase the knowledge of students, train the students in

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[83]Heather Malin, *Teaching for Purpose:Preparing Students for live in meaning*, 5

communication and also control the learning process. Materials must be fun and interesting, so the students do not easily get bored and enjoy the learning process. Materials can be instructional in the way they inform learners about the language, it can be experiential in the way they give the exposure to the language in use, it can be elicitative in the way they stimulate the language use and it can be exploratory where they can facilitate discoveries on language use.[84] In addition, teaching material is anything form which is presents related to the language be learned.

The finding of the material of teaching speaking skill through TPS strategy at eighth grade students of SMP Darullughah Wal Karomah was: about simple present tense in form positive, negative, and question on verbal and verbal with linking verb sentences with theme daily activities which present about the social function, the text structure and language features.

Moreover it is also supported by the media such as video, laptop, LCD, PPT, whiteboard, marker; the method of communicative learning approach; the strategy of TPS strategy and the sources adapted from internet, e-book" when the rings bell", and adopted from the vocabulary pocket book.

In teaching speaking skills, materials should be varied regarding to the form and the purpose, because it engages the students on different level in teaching learning process. That is why the teacher must be selective and

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[84] Brian Thomlinson, *Materials Development in Language Teaching: 2nd Edition*, 2.

careful in determining the appropriate materials for students. In addition, based on Hughes the appropriate materials are categorized into three parts[85]; that provides the speaking practice, that upgrades the language and skills of learning, and that helps the meta-cognitive development of students.

According to the finding and theory above, it can be concluded that in teaching learning process, the materials of teaching speaking skill though TPS strategy at eighth grade students is related to Hughes's theory on the appropriate material that was applied in the classroom. The material of verbal and verbal with linking verb sentences on simple present tensereflected to the students' speaking practice as Hughes mentions. It was presented in identifying critically, give response actively by completing, compiling creatively, discussing wisely and presenting confidently in the social function, the text structure and language features of verbal and verbal with linking verb sentences in positive, negative, and question forms on simple present tense with theme daily activities .

Moreover, the appropriate material that upgrade the language and skills of learning is supported by the media such as video, laptop, LCD, PPT, whiteboard, marker that teacher uses. The strategy of TPS strategy also help the meta-cognitive development of students where the students are provided facilities to manage, organize, monitor their thought and speak up in think steps, pair steps and share steps through the issues that

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[85] Rebbeca Hughes, *Teaching and Researching Speaking: 2nd Edition,* 5.

appear. The teacher in explaining that the material adapted from internet and e-book with the clear explanation and simple notes. The supported material also adopted from the vocabulary pocket book to make the students easy grab some vocabularies when they forget about the word in English.

3. **The steps of Teaching Speaking skill Through TPS Strategy atEighth Grade Students of SMPDarullughah Wal Karomah in Academic Year 2022-2023.**

Every teacher needs to make the circumstance of teaching speaking skill alive like the process of speaking activities runs well. Besides, it needs to be arranged structured. In education system, the structured arrangement of each items for teaching is commonly known as a lesson plan. lesson plan is familiar with a unified of set of activities that cover classroom time period with the range between forty to ninety minutes. Then, the unit of it can carry the steps along a curriculum before and after in order to evaluate and prepare to the next lesson.[86]

The finding related to the steps of teaching speaking skill through TPS strategy at eighth grade students of SMP Darullughah Wal Karomah are divided into three main activities, they were opening or set induction, core and closure. The first activities was set induction which included salam(greetings), praying together, checking the attendance list, telling the topic and learning objectives, explaining the material. The second activity

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[86] H.Douglas Brown, *Teaching by Principle Second Edition: An Interactive Approach to Language Pedagogy. (*New York:pearson ESL,2000)*, 149.*

was core including in the steps of teaching speaking skill through TPS strategy by three steps, they were think steps, pair steps and share steps. a) The teacher gave a command the students to compile the verbal and verbal with linking verb sentences in statement, negative and question form. b) He students are asked to do pair-work with their table-mate to discuss it. c) Each pair came forward to present their report result to the class. The third activities is closure which includes in making summaries, making reflection with the students, and closing the meeting by praying together.

Furthermore, based on Brown that there are some elements in formatting the lesson plan generally as follows :[87]

a. Objective

Creating the learning objective, the teacher needs to concern with the explicit statement in order to gain from the lesson. The explicit statements are sure with the accomplishment that must be achieved, preserve the unity of the lesson, predetermine about the accomplishment, evaluate the students' success at the end of or after. Learning objective is familiar with term of stated what the students will do. In stating objective, teacher need to know that terminal lesson and enabling are different. Terminal lesson objective is the final result that needs to measure meanwhile the enabling objective is intern steps that creates each other and leads to terminal objectives.

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[87] H.Douglas Brown, *Teaching by Principle Second Edition: An Interactive Approach to Language Pedagogy,* 149-151.

b. Material and equipment

As teachers, they just know what the materials and equipment you need to take and bring are. Perhaps the materials in teaching speaking skill that teacher brings is commonly the course book for the teacher as references, meanwhile the equipment that may teacher needs in teaching speaking skill such as LCD led, pen, board marker, videos or audios and media for learning involve paper, board.

c. Steps

The general set guidelines of steps in lesson plan are divided into three agenda; first is opening namely set induction which activity as a warm up such as salam, praying together, checking the attendance list and others. The second is core which a set of activities with each proportions include in whole class work, group or pair work, teacher talk, students talk. The third is closure which the activity is the closing of the activities in class include in evaluation, feedback, or perhaps the home work , and then closing the class by praying together.

d. Evaluation

Evaluation is not always able to be apart of lesson plan elements, but evaluation can be used when the lesson has conducted one or two meeting in order to know whether the learning objective has accomplished or not. Evaluation is also as an assessment where the teacher make it and then the teacher give the students a chance for

learning in order to assess the success of students and make adjustment.

Moreover, the steps of teaching speaking skill through TPS strategy above has matched with Brown theory in formatting the lesson plan where has main elements that it must include in. The objectives matched with the finding in part of set induction in statement "learning objectives". The materials and equipment matched with the finding in part of set induction in statement "explain the material" where the material and equipment as tools in explained the material. The steps matched with the finding in part of three steps, they were think steps, pair steps and share steps. On think steps in material verbal and verbal with linking verb sentences of simple present tense, a) The teacher gave a command the students to compile the verbal and verbal with linking verb sentences in statement, negative and question form. b) The students are asked to do pair-work with their table-mate to discuss it. c) Each pair came forward to present their report result to the class. The evaluation matched with the finding in part of closure.

Furthermore, In teaching learning process the teacher must know on steps of teaching speaking skills. Scott mentioned that there are three steps of teaching speaking as follows:

1) The teacher have to determine the purpose of teaching speaking first.

2) The teacher have to guide the students to present the presentation to make learning meaningful and actively.

3) The teacher asked the students to practice or create a product as part of production skill.

The theory of Scott above has matched with the finding of this research. It was proven by the point a that the teacher have to determine the purpose of teaching speaking first where It relevant with the finding in part of set induction in statement "told the topic and learning objectives". At point b that the teacher have to guide the students to present the presentation to make learning meaningful and actively. It relevant with the finding in part of core in the share steps where each pair came forward to present their report result to the class. Here the teacher did not only guide the students to present the presentation but also gave comments in their performance involved in repair their grammatical error, their pronunciation, their fluency, and their fluency. At point c that the teacher asked the students to practice or create a product as part of production skill. This point based on Scott theory also matched with this finding in part of core in the thinksteps where each student got a command to compile the verbal and verbal with linking verb sentences in statement, negative and questionform. Here the students practice by compiling the sentences based onthe command of the teacher. It meant the students did not only learnabout the theory but they also practice it.

The conclusion was the implementation of teaching speaking skill through TPS strategy has helped the students at eighth grade of SMP Darullughah Wal Karomah in developing their speaking skill because it did not only make them understand with its material only but also make the students practice their speaking skills.

4. **The evaluation of Teaching Speaking skill Through TPS Strategy atEighth Grade Students of SMPDarullughah Wal Karomah in Academic Year 2022-2023.**

Evaluation of teaching was the last component part in teaching speaking skills. Teaching evaluation means the assessment process after the teaching learning to know how far the goals has been accomplished. In evaluating the students after teaching learning, assessment is frequently used to achieve it.[88] it consist of the suggestion, giving feedback, and comments.

The evaluation of teaching speaking skill through TPS strategy at eighth grade students of SMP Darullughah Wal Karomahused formative assessment and summative assessment. The formative assessment which is in two techniques; written test and practice test. Written test where it refer to the fill in the blank the exercise that related to the verbal and verbal with linking verb sentences, then the practice test refer to create 10 verbal and verbal with linking verb sentences (5 each), pair with the table mate and

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[88] Jaap Scheerens, Cees Glas, and Sally M. Thomas*, Education Evaluation, Assessment, and Monitoring: Contexts of Learning*, 2.

asked the students to read them aloud to the class which the scoring rubric with aspect of pronunciation, grammar, vocabulary, accuracy.

Moreover, evaluation as the part of lesson plan that is used to asses the students can take in two type of assessments as follows:[89]

a. Summative assessment

Summative assessment which concerns with measures the product of a student' learning. In the other word summative assessment is to know whether the teaching learning has achieved its goals.

b. Formative assessment

Formative assessment which concerns with measures the students' abilities as part of a process. In the other word formative assessment focuses on helping the students progress to the next level. It is aimed in providing feedback to support and increase the process of teaching learning.

From finding and theory above, it can be concluded that both are matched. Based on the Harmer theory mentioned, It matched with the finding that the evaluation of teaching speaking skill through TPS strategy used formative assessment. The formative assessment which is in two techniques; written test and practice test. Written test where it refers to the fill in the blank the exercise that related to the verbal and verbal with linking verb sentences, then the practice test refers to create 10 verbal and verbal with linking verb sentences (5 each), pair

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[89] Jeremy Harmer, *The Practice of English Language Teaching:Fifth Edition,*408.

with the table mate and asked the students to read them aloud to the class which the scoring rubric with aspect of pronunciation, grammar, vocabulary, fluency. Moreover, it was conducted to the reflection of the students before the class ended by giving them some questions related to the verbal and verbal with linking verb sentences(social function, text structure, language features, the examples) and the students must answer it orally.

Furthermore, component also should be a part in asses the teaching speaking whereas the speaking skill is productive skill. Regarding to Nunan presented that there six things that must be asses on evaluating teaching speaking skill as follows:[90]

a. Grammar, which asses on how to control the language use the appropriately and to avoid the grammatical errors.

b. Vocabulary, which asses in the usage of vocabulary features. It also indicates the proficiency level of test taker.

c. Fluency, which indicates the speech production in conversation is well delivered. It can be assessed on confidently the speech delivered and provide the response to the particular theme without being confused in choosing word.

d. Pronunciation, which asses with the error of pronunciation occur and the aspect of its pronunciation that interfere to communication.

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[90] Nunan in Yenny Rahmawati and Ertin, *Developing Assessment for Speaking,* 202.

The Nunan theory above also matched with the finding related to the evaluation of teaching speaking skill through TPS strategy at eighth grade students of SMP Darullughah Wal Karomah within formative assessment which in the practice test the students got a command to create 10 verbal and verbal with linking verb sentences (5 each), pair with the table mate and asked the students to read them aloud to the class which the scoring rubric with aspect of pronunciation, grammar, vocabulary, and fluency for assess the students' performance.

It can be concluded that the evaluation of teaching speaking skill through TPS strategy was helpful for teacher and students. For teacher, it to know how far the achievement on purpose along the teaching speaking process can help students on their speaking skills. By applied formative assessment which in the written test refers to the fill in the blank the exercise that related to the verbal and verbal with linking verb sentences, then the practice test refers to create 10 verbal and verbal with linking verb sentences (5 each), pair with the table mate and asked the students to read them aloud to the class meanwhile for students they know the right or vice versa and their understanding within implementation the teaching speaking skill through TPS strategy on their speaking skill development such as in some aspects above such as pronunciation, grammar, vocabulary, and fluency.

CHAPTER V

CONCLUSION AND SUGGESTION

This Chapter present the conclusions and suggestions of this research.

A. Conclusion

The conclusion of what have been discussed and analyze in chapter IV are :

1. The purpose of teaching speaking skill through TPS strategy at eighth grade students of SMP Darullughah Wal Karomahin academic year 2022-2023 was: 1) The students are able to identify critically the social functions, text structure and language features of verbal and verbal with linking verb sentences. 2) The students are able to give response actively by completing the sentence contains with text structure and language features of verbal and verbal with linking verb sentences. 3) The students are able to compile the verbal and verbal with linking verb sentences creatively. 4) The students are able to discuss wisely in pair-work of verbal and verbal with linking verb sentences. 5) The students are able to present the report result to the class confidently.

2. The material of teaching speaking skill through TPS strategy at eighth grade students of SMPDarullughah Wal Karomahin academic year 2022-2023 was: about simple present tense in form positive, negative and question of verbal and verbal with linking verb sentences with theme daily activities which it involved in the social function, the text structure and language features.

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3. The steps of teaching speaking skill through TPS strategy at eighth grade students of SMPDarullughah Wal Karomahin academic year 2022-2023 were: a) The teacher gave a command the students to compile the verbal and verbal with linking verb sentences in statement, negative and question form. b) The students are asked to do pair-work with their table-mate to discuss it. c) Each pair came forward to the class to present their report result to the class.

4. The evaluation of teaching speaking skill through TPS strategy at eighth grade students of SMPDarullughah Wal Karomahin academic year 2022-2023 was: used formative assessment in written and practice test. written test refer to the fill in the blank the exercise that related to the verbal and verbal with linking verb sentences, the practice test refer to create 10 verbal and verbal with linking verb sentences (5 each), pair with the table mate and asked the students to read them aloud to the class which the scoring rubric with aspect of pronunciation, grammar, vocabulary, fluency.

B. **Suggestion**

In this part, the researcher would like to give some suggestions after conducted the research at SMP Darullughah Wal Karomah for:

1. The teacher

In teaching learning process by conducting this strategy, the teacher can add the innovative and creative media for students in order to catch their attention and their interest in the classroom. Teacher must aware if

the students lost control during the activities and bring them back
condusively to the circumstances of teaching learning process.

2. The next researcher

For the further researcher, be more critical to dig up the case deeper
in order to get the new novelty in the same theme. It make the differences
between the current research with the previous one.
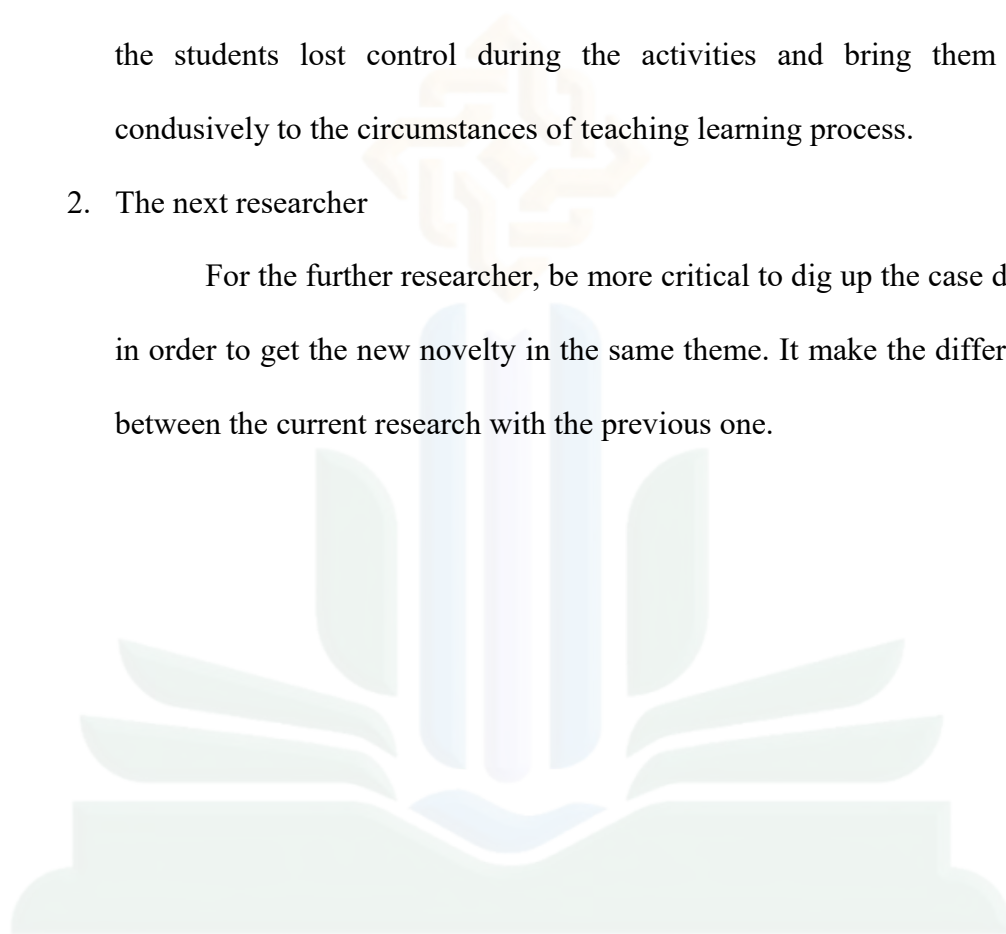
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Appendix 1 :

STATEMENT OF WORKS ORIGINALITY

I honestly declared that this theswas, which I have written, does not contain plagiarwasm, except all information contained in this paper which was derived from the work of other had been given an award by citing the name of the source author correctly. All the contents of this undergraduate theswas are fully the responsibility of the author.

Jember, 22nd June 2023

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The Researcher

Appendix 2 :

Matrix of Research

Tittle	Variable	Indicator	Source of Data	Research Method	Research Problem
The Implementation of Teaching Speaking skill Though Think-Pair-Share Strategy at eighth Grade Students of SMPDarullugha h Wal Karomahin academic year 2022-2023.	1.Teaching Speaking Skill	1. The definition of teaching speaking. 2. The principle for teaching speaking skills. 3.The component of teaching speaking skills. a. Teaching purpose b. Teaching material c. Teaching steps d. Teaching evaluation	1. Interview A. English Teacher. B. Students . 2. Observation A. Objective condition of SMP Darullughah Wal Karomah. B. The implementation of TPS strategy in the class. 3. Document reviews A. The profile of SMP Darullughah Wal Karomah. B. The vision and mission of SMP Draul Lughah Walkaramah. C. The teacher and	1. Approach and type of the research: A. Qualitative. B. Descriptive Qualitative. 2. Data collection: A. Interview. B. Observation. C. Document reviews. 3. Data analysis: A. Data condensation B. Data display C. Drawing and verifying conclusions. 4. Validation of the data: Triangulation techniques.	1. How is the purpose of teaching speaking skill through TPS strategy at eighth grade students of SMPDarullughah Wal Karomahin academic year 2022-2023? 2. How is the material of teaching speaking skill ? 3. How are the steps of teaching speaking skill ? 4. How is the evaluation of teaching speaking skill ?

| | 2. Think-Pair-Share Strategy | 1. The steps of TPS strategy.
 a. Critical thinking step.
b. Pairing step
c. Share step | stuff data of SMP Darullughah Wal Karomah.
D. The data of students at eighth grade.
E. Lesson Plans. | | |

Appendix 3 :

Lesson Plans

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

SatuanPendidikan	**:SMP Darul Lughah Walkaraamah**
MataPelajaran	**:BahasaInggris**
Kelas/Semester	**:VIII/1**
PokokBahasan	**:Simple Present**
Tense(Verbal sentences)Tema	**:DailyActivities**
Skill	**:Speaking**
AlokasiWaktu	**:1 pertemuan(2JP)**

A. **KOMPETENSIINTI(KI)**

KI-1:Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percayadiri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI-3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural)berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dankejadian tampakmata.

KI-4 :Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai,merangkai, memodifikasi, dan

membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, danmengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSIDASAR(KD)

NO.	KOMPETENSIDASAR	INDIKATOR
3.7	Memahami fungsi sosial, struktur teks,dan unsur kebahasaan teks interaksitransaksional lisan dan tulis yangmelibatkan tindakan memberi danmeminta infromasi terkaitkeadaan/tindakan/kegiatan/kejadianyangdilakukanterjadisecararutinataumerupakan kebenaran umum, sesuaidengankonteks penggunaannya.(perhatikan unsurkebahasaanSimplepresenttense).	**3.7.1** Mengidentifikasi secara kritis strukturteksdanunsurkebahasaandariSimplepresenttensepada kalimatverbal.
4.7	Menyusun teks interaksi transaksionallisandantulisyangmelibatkantindakanmemberi dan meminta infromasi terkaitkeadaan/tindakan/kegiatan/kejadianyang dilakukan terjadi secara rutin ataumerupakan kebenaran umum, denganmemperhatikan fungsi sosial, strukturteks dan unsur	Memberikanresponsecaraaktifdenganmelengkapi kalimat yang melibatkan strukturdanunsurkebahasaanpadakalimat verbal. Menyusun kalimat yang melibatkan struktur dan unsur kebahasaanpada kalimatverbal secara kreatif. Melakukandiskusiberpasangansecarabijakyangmelibatkanstrukturdanunsurkebahasaandarikalimatverbal.

	kebahasaan yang benardansesuai konteks.	Mempresentasikanhasildiskusiyangmelibatkan struktur dan unsur kebahasaan darikalimat verbal di depan kelas dengan percayadiri.
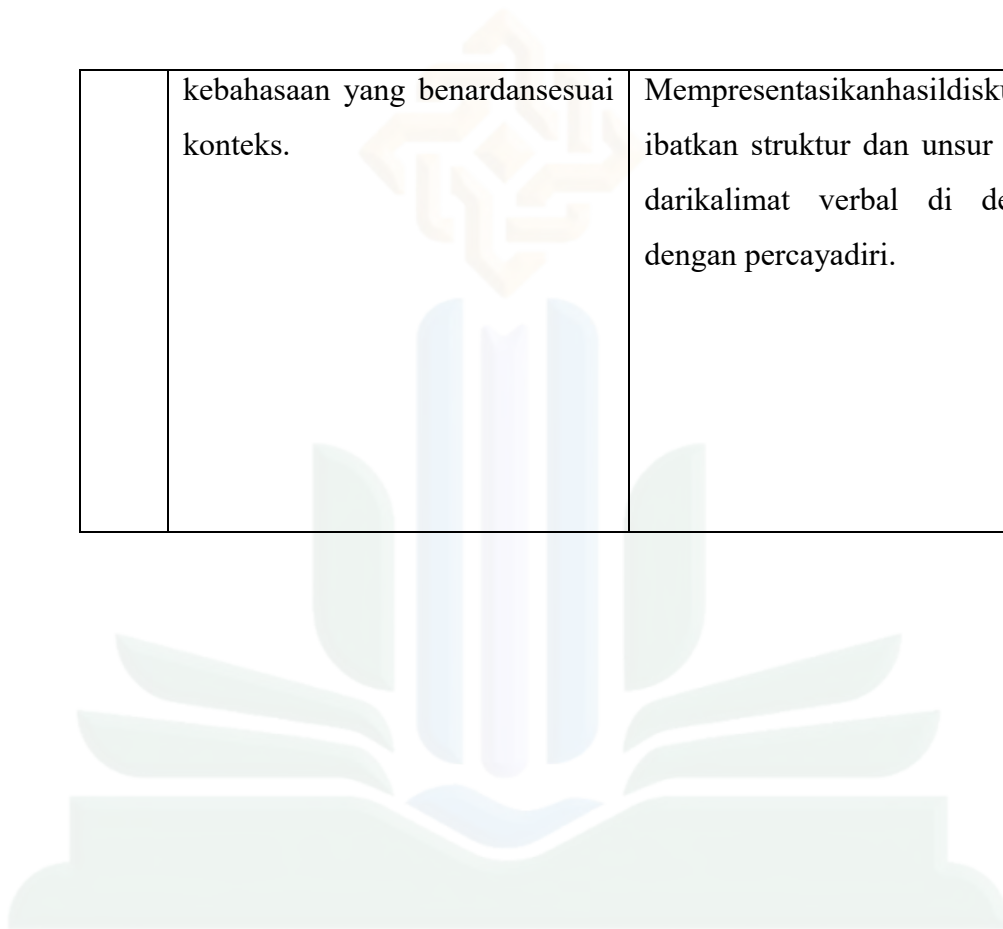
C. **TUJUANPEMBELAJARAN**

3.7.1 peserta didik mampu mengidentifikasi secara kritis fungsi sosial, struktur teks danunsurkebahasaandariSimplepresenttensepadakalimat verbal.

peserta didik mampu memberikan respon secara aktif dengan melengkapi kalimatyang melibatkanstrukturdan unsur kebahasaan pada kalimatverbal.

peserta didik mampu menyusun kalimat yang melibatkan struktur dan unsurkebahasaanpada kalimat verbalsecara kreatif.

peserta didik mampu melakukan diskusi secara berpasang secara bijak yangmelibatkanstrukturdanunsur kebahasaandarikalimatverbal.

pesertadidikmampumempresentasikanhasildiskusiyangmelibatkanstrukturdanunsurkebahasaandarikalimatverbaldidepankelasdengan percayadiri.

D. **MATERIPEMBELAJARAN**

✓ **Fungsisosialdari:SimplePresenttense**

✓ **StrukturTeksdaripercakapanyangmenggunakanSimple presenttensepadakalimatverbal, yaitu:**

- Simplepresenttenseadalahtensesyangdigunakanpadakeadaan/tindakan/kegiatan/kejadianyangdilakukanterjadisecara rutinataumerupakan kebenaranumum.

strukturdarisimplepresenttensedalamkalimat verbal:

Subject	Statement	Negative	Questions
I,you,we,they(jamak)	S+verb1+OExample: - Ieatwatermelon - youlistenmusic - wewatchmovie - theyplayfootball	S+do+not+O Example: - Idon'teat watermelon - youdon'tlistenmusic - wedon'twatchmovie - theydon'tplayfootball	Do+S+Verb1+OExample: - doIeatwatermelon? - doyoulistenmusic? - dowewatchmovie? - do theyplayfootball?
He,she,it(tunggal)	S+Verb1+s/es+OExample: - hereadsQur'an - shebuysflower - itmakeahouse	S+does+not+OExample: - hedoesn'treadQur'an - shedoesn'tbuyflower - itdoesn'tmakea house	Does+S+verb1+OExample: - doeshereadQur'an? - doesshebuyflower? - doesit makeahouse?

✓ **UnsurKebahasaandariSimplepresenttensepadakalimatverbal,yaitu:**

- penggunaanI,you,we,theypadakalimatstatementpredikatmenggunakanverb1
- penggunaanhe,she,itpadakalimat statementpredikatmenggunakanverb1+s/es/ies
- penggunaanI, you, we,theypadakalimat negativedanquestionsditambahido.
- penggunaanhe,she,itpadakalimatnegativedanquestionsditambahidoes.

Keterangan waktu yang biasa digunakan pada simple present tense dalam kalimat verbal:Every…(everyday,everynight, every weeks, everyMonday, etc.)

E. MEDIA/ALAT,STRATEGIDANSUMBERBELAJAR

1) Media/Alat

- Video pendukung yang melibatkan keadaan/tindakan/kegiatan/kejadian yangdilakukan terjadi secara rutin atau merupakan kebenaran umum.(https://youtu.be/T6Np4AODNes)
- Laptop&LCD
- Spidol
- Papantulis
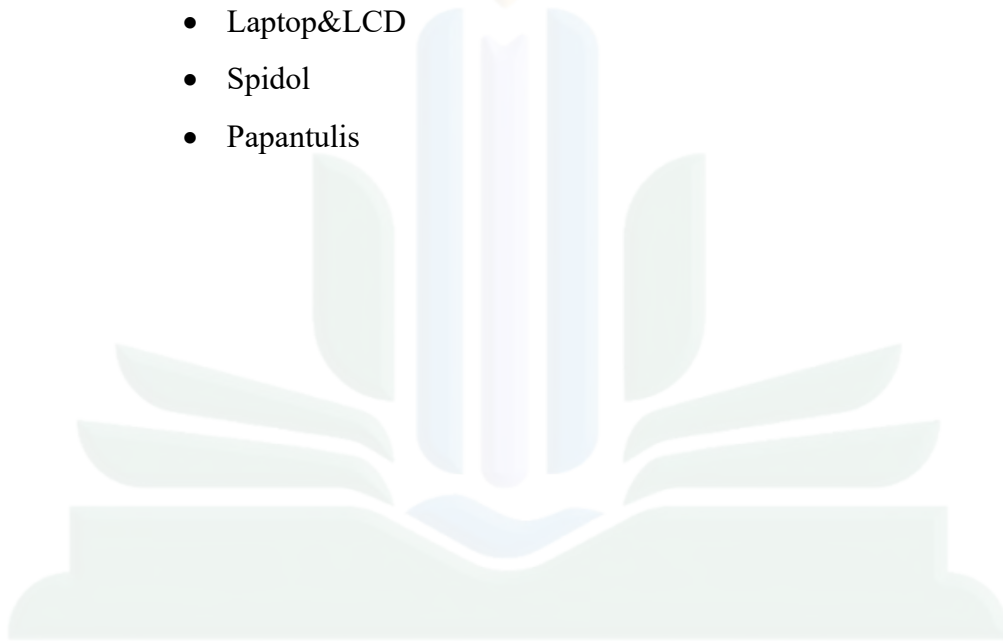
2) Strategi

- StrategiThink-Pair-Share

3) SumberBelajar

- Internet(google,youtubehttps://youtu.be/T6Np4AODNes)
- E-book"whentheringsbell"
- Vocabularypocket book

F. LANGKAH–LANGKAH PEMBELAJARAN

KegiatanPendahuluan

✓ Gurumenyiapkanpesertadidiksecarapsikisdanfisikuntukmen gikutiprosespembelajarandenganmemberisalam,mengajakp esertadidikuntukmengawalikegiatandenganberdoa, danmemeriksa kehadiranpesertadidik.

✓ Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telahdikenalsebelumnya.

✓ Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akandicapai.

✓ GurumenyampaikancakupanmateridanuraiankegiatansesuaiRPP.

KegiatanInti

Mengamati

- Peserta didik menyaksikan video singkatdansederhanayangmelibatkankeadaan/tindakan/kegiatan/k ejadian yangdilakukanterjadisecararutin.
- Pesertadidikmenuliskanhal-halyangbelumdiketahuiberkaitandenganberkomunikasidala mbahasaInggrisyangdisaksikannya.

Menanya

- Dengan bimbingan guru peserta didik merumuskan

pertanyaan terkait dengan fungsisosial,danstrukturteks,serta unsurkebahasaandalamvideoyangtelahdisaksikan.

- Denganbimbingangurumerumuskanpertanyaantentangbagai manacaramengidentifikasifungsi sosial,strukturteks dan unsurkebahasaankalimatverbaldalamsimple presenttense.

Mengeksplorasi

- Secara bersama-sama peserta didik mengidentifikasi secara kritis tentang fungsi sosial,strukturteksdanunsurkebahasaandarivideo yangdisaksikan.
- Secarabersama-samapesertadidikmemberikanresponsecaraaktifdenganmele ngkapi kalimat-kalimat verbal pada simple present tense dari soal-soal yang telahdiberikanolehguru.

Mengasosiasi

- Denganbimbingangurumemperintahkanpesertadidikmenyu sunkalimatverbaldalam bentuk statement (positive), negative, questions (interrogative)di kehidupansehari-haridengankreatif.
- Dalam berpasangan, peserta didik berdiskusi satu sama lain dengan bijak mengenaikalimatverbalyangtelah mereka rumuskan masing-masing.
- Pesertadidikmemintabantuangurubilamemerlukannya.

Mengomunikasikan

- Setiappasanganmempresentasikanhasildaridiskusidalamben tuklaporandidepankelasdenganpercaya diri.
- Pesertadidikmenerimaumpanbalikdan/ataupenguatanmenge naifungsisosial,struktur,danunsur kebahasaandariguru.

c. **KegiatanPenutup**

- Gurudanpesertadidiksecarabersama-sama membuatringkasanbahanyangsudahdipelajaripadapertem uanini.

- Guru mengajukan pertanyaan kepada peserta didik untuk membantu merekamelakukanrefleksiterhadapkegiatanbelajaryangtela hmerekalakukanterkaitverbalsentences.

- Gurumemberikantugaskepadapesertadidikuntukmempra ktikkankalimatverbalpada kehidupan sehari-harimereka di lingkungan sekolah dan melaporkannyamelaluicatatansiapasajayang menjaditemanpercakapannyatersebut.

- Gurumenjelaskanrencanakegiatanpembelajaranyangakandatang.

G. PENILAIAN
1. PenilaianSikap

No	ButirNilai	Nilai/Sikap	Jumlah ButirInstrument
1.	Santun	Bertanya/meminta guru dan temanmenggunakanBahasaInggrisyangberterima,menanggapigurudanteman menggunakan BahasaInggrisyangbaik.	1
2.	Disiplin	Menyelesaikantugastepatwaktu,mengikuti kaidahberbahasa yangbaikdanbenar.	1
3.	Percayadiri	Selaluberusaha menggunakanBahasaInggris dikelas,tanparagu,beranipresentasidide pankelas.	1
4.	Kerjasama	Selalu aktif terlibat dalam diskusi/kerjakelompok/kelas,mencarija lanuntukmengatasi Perbedaanpendapat	1
		Total	**4**

2. **PenilaianKeterampilan**

Teknikpenilaian :**testulisdanpraktik**

Testertulis :Worksheet**(**Fill-intheblank)

Tespraktik :Create5verbalwithlinking

Tespraktik:

verbsentences,pairwithtable-mateandaskthestudentto

readthemaloud tothe class.

Aspek	Skor	Keterangan
pronounciation	5	Mudahdipahamidanmemilikiaksenpenuturasli
	4	Mudahdipahami meskipundenganaksentertentu
	3	Adamasalahpengucapanyangmembuatpend engarharuskonsentrasipenuhdankadang-kadangada kesalahpahaman.
	2	Sulitdipahamikarenaada masalahpengucapan,sering dimintamengulang.
	1	Masalahpengucapanseriussehinggatidakbisa dipahami.
Grammar	5	Tidakadaatausedikitkesalahantatabahasa.
	4	Kadang-kadangmembuatkesalahantatabahasatetapi tidakmempengaruhimakna.
	3	Seringmembuatkesalahantatabahasa yangmempengaruhimakna.
	2	Banyakkesalahantatabahasayangmenghambat maknadanseringmenataulangkalimat.
	1	Kesalahantatabahasabegituparahsehinggasulit dipahami.
Vocabulary	5	Menggunakankosa katadanungkapansepertipenutur asli.

	4	Kadang-kadangmenggunakankosakata yangtidak tepat.
	3	Seringmenggunakankosakatayangtidaktepat, percakapanmenjaditerbataskarenaketerbatas ankosakata.
	2	Menggunakankosa katasecarasalahdankosakata terbatassehinggasulitdipahami.
	1	Kosakatasangatterbatassehinggapercakapantid ak mungkinterjadi.
Fluency	5	Fasihberbicarasemuatanpamengalamikesulitan.
	4	Fasihberbicarahampirsemuanya,walauada pengulangandanragu- ragudalammelafalkanpadabagiantertentu.
	3	Fasihberbicarasebagianbesarapayangdikatakan dan bilabicaraagakdiperlambatwalauadapengulang an.
	2	Kurangfasihberbicaradariapayangdikatakan.
	1	Kesulitandalam melafalkankata.

Pedoman penilaianNilai:

$$\frac{SkorPerolehan}{SkorMaksimal} \; X \; 100$$

Skorpenilaian

No	Huruf	Angka
1	Sangatbaik(A)	86-100
2	Baik(B)	71-85
3	Cukup(C)	56-70
4	Kurang(D)	≤55

Appendix 4

INTERVIEW

Interview 1: Miss Netty Merry Yasmin, S.Ss. As the English teacher at eighth grade.

A : assalamu'alaikum wr.wb.

B : wa'alaikumussalam wr.wb.

A : may you can introduce your self first miss.

B : my name is Netty Merry Yasmin and now I am teaching at SMP Darullughah Wal Karomah.

A : how about your education background? Perhaps you can tell it miss.

B : I was graduated on English education program at university of Semarang in 2021 year and I just taught the English lesson at SMP Darul Lughah Walkaramh since 6 months ago.

A : then, here I have some questions related to the teaching speaking skill through TPS strategy in purpose of my thesis needs. So can I start it?

B : yes. I will answer as I can.

A : my first question is related to the purpose of teaching speaking skill on your strategy that you conduct to the classroom. So how is the purpose of teaching speaking skill through TPS strategy?

B : in fact, the purpose of this school is focus on one skill, that is speaking. Because of the purpose is focus on speaking skills, it means this purpose wants the students can speak English well. But it need to conduct the basic knowledge before make students can speak English. That is why at seven grade the students

more focus on memorizing and collecting some the vocabularies. Then at eight grade I give more chance for students maximally to practice it. Moreover, the purpose of teaching speaking skill by using TPS strategy is related to the material that I taught to the class where I always put it on my lesson plan in part of learning objective.

A : then, my second questions is how is the materials of teaching speaking skill through TPS strategy?

B : basically, I got my materials about verbal and verbal with linking verb sentences in simple present tense from many sources. It can be taken from Google, YouTube, and others then I summarized it with simple one in order to give the students with clear explanation and easy to understand. Material is related to the purpose of the teaching learning, where it focus on speaking skill means the materials should bring the students in some spoken activities and also improve their speaking. For strategy that I conducted, I just need to explain the materials for a clear explanation then mostly the time spend to the students' practice regarding to the my command such as I give them the issues that related with the material and then in pair work, they can discuss it each other and share their report to the class. Here, the students were not only got a new knowledge but they also practiced it in order to gave them a chance to develop their mind, their act to the something.

A : well, my third questions is how the steps of teaching speaking skill through TPS strategy?

B : the steps that I conduct to the teaching speaking skill through TPS strategy is based on to the lesson plan which consist of opening, core and closure. I started it by say salam, then checked the students' attendance, the learning objectives, entered the material and mostly I make ice breaking or warm up first to get the students attention so they was under control and the teaching speaking process is running effectively. Because the strategy that I used is TPS strategy, I explain first what the students' do for the next that consist of firstly after explain the material, I gave the students the command to think based on to issue that I gave to them. Secondly, I asked them in pair work to discuss it with their table mate. Thirdly, they shared it in report form to the class. When the students share their report, I gave them attention to correct their performance and give some feedback if it needed.

A : what time for the time allocation in each meeting miss?

B : in each meetings, the time allocation was 30 minutes and in a day we have 6 meetings with varies different lesson.

A : alright. How about the evaluation of teaching speaking skill through TPS strategy?

B : the evaluation is given in the last part before close the class. It regarding to the students, how they caught the goals of materials by made them to practice it in that reflect their understanding. In evaluation time, especially I gave a treatment to help the students who need my feedback, comment, correction about their report and performance. In speaking skills, the evaluation mostly happened to their comprehension related to the material when they apply it in practice time,

pronunciation, their fluency, their grammatical error and some vocabulary that was not able in their pocket book. Thus, for reflection before close the class, I gave them some questions to the teaching speaking class. The students easy to forgot with the vocabulary speaking English so that is why in evaluation time I remind the students to always practice it in daily life even they mix it to their mother tongue. In this way, make students realized that evaluation make them knew the correct one consciously in speaking English well especially in elements of speaking.

A : okay miss, so I think that all my questions. Thank you for your available time.

B : my pleasure

Interview 2 : focus group interview at eighth grade students of SMP Darullughah Wal Karomah

RS 1: Liya Ayu Permani

RS 2: Putry Dewi Kurnia

RS 3: Ayu Wardani

RS 4: Nur Wildi Rodiyah

A : Assalamu'alaikum wr.wb.

RS : wa'alaikumussalam wr.wb.

A : how are you today?

RS : we're fine and you?

A : I am fine too, thanks. At RS 1: Liya Ayu Permani

RS 2: Putry Dewi Kurnia

RS 3: Ayu Wardani

RS 4: Nur Wildi Rodiyah

A : Assalamu'alaikum wr.wb.

RS : wa'alaikumussalam wr.wb.

A : how are you today?

RS : we're fine and you?

A : I am fine too, thanks. At first, may you can introduce yourself first.

RS 1 : my name is Liya Ayu Permani, but you can call me Ayu.

RS 2 : my name is Dewi Putry Kurnia, but you can call me Putry.

RS 3 : my name is Ayu Wadani, but you can call me Wardah.

RS 4 : my name is Nur Wildi Rodiyah, but you can call me Dita.

A : okay, at first I want to ask you, in your opinion is the teaching learning for today is fun?

RS : yes, it is miss.

A : then, did it ever conducted before by ustadzah Netty ?

RS : yes, it ever miss.

A : So here, I am going to asked all of you some questions about the teaching learning that was conducted by ustadzah Netty for a few meetings ago.

RS : okay miss.

A : in your opinion, how is the purpose of teaching speaking skill through TPS strategy?

RS 1 : my opinion, this learning want make us can speak English in the class. Because miss Netty always makes interaction to us in the class so we have time to speak a lot.

RS 3 : yes miss, we are taught to speak English in the classroom.

RS 2 : same opinion with Wardah. Because before it, commonly I afraid to speak English but now I have a little power to brave speak English in the classroom.

RS 4 : This learning also make me more confident

A : Then, about the materials. How is the materials in teaching speaking skill through TPS strategy?

RS 4 : Alhamdulillah, the materials about simple present tense is easy to understand, miss netty also explained it with clear explanation and make point note in the whiteboard.

RS 1 : Also the the materials easy connecting to my mind.

RS 3 : the way of Miss Netty explained it also fun.

RS 2 : Miss Netty explain it with clear explanation too.

A : then in your opinion how are the steps of Miss Netty taught all of you in teaching speaking skill with TPS strategy in the classroom?

RS 3 and 4: at first Miss always open the class with greeting and pray together, then told us about the topic and then explain the material. After explained the materials, Ustadzah Netty give us a question related to the materials.

RS 2 : at the same time, Ustadzah Netty give a command to us to think in our mind about the questions that she gave to us.

RS 1 and : yes miss, after Ustadzah gave a question to us commonly we wrote it down in our book. Then we communicate with our table mate to discussed it and then we share it in report result to the class.

A : thus, based on you is it easier strategy or not?

RS : it is easy to understand and fun by using this strategy miss.

A : and how about your vocabulary? Is it hard for you to

A : and how about the evaluation in teaching speaking skill through TPS strategy? What did miss Netty do when you performed your result to the class?

RS 1 and 4: in our performance, miss Netty always correct our pronunciation, our grammar, vocabulary,our fluency and when the written test we fill in the blank the exercise that miss Netty given, also miss Netty try to make us understand with clear explanation if we did not understand with her command.

RS 3and 2: she always give us questions before close the class such as in verbal sentences, she asked us to answer the question about what the social function, text structure and language features of it is then give us question about make sentences of verbal sentences and we answer it orally. Then miss netty remind us to always practice by speak it. because we sometime forget to pronunciation it if never practice it.

A : what is your obstacles in learning speaking ?

RS 3 : for me, the way to pronunciation and sometime still feel shy to speak it.

RS 2 : I am afraid if my pronunciation is wrong.

RS 4 : I am afraid and not confident .

RS 1 : when we speak it sometimes we speak it uncontrolled. Sometimes we speak it halted because we want to our spoken language was fluent but it was unstructured.

A : so the key is keep practice it to get better result.

RS : yes miss, we will tried it as much as possible.

A : so I think that all my questions for you, thanks for your time and hopefully it will be a meaningful for you all and keep it up. Wassalamu'alaikum wr.wb.

RS : yes miss, wa'alaikumussalam wr.wb.
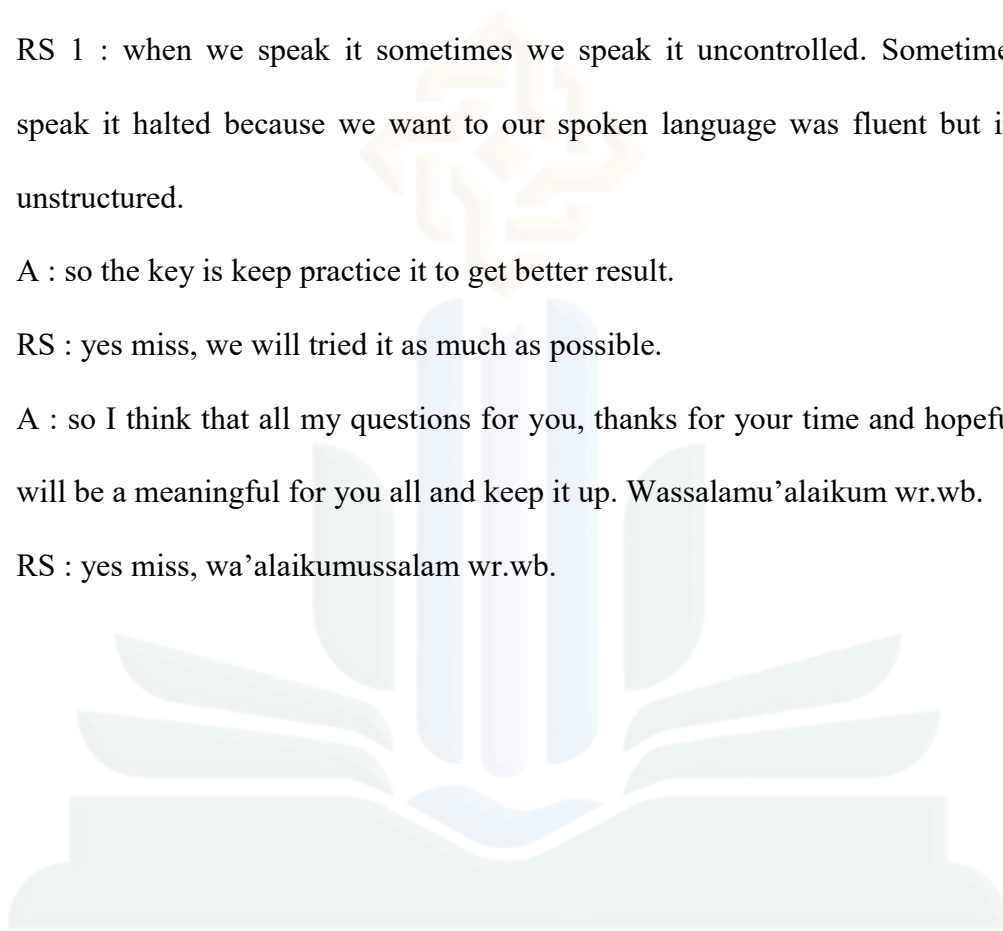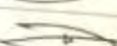
Appendix 5

Research Journal
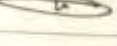
RESEARCH JOURNAL ACTIVITY

Name : Eva Ari Suci

NIM : T20166072

Title : The Implementation of Teaching Speaking Skill Through Think-Pair-Share Strategy at Eighth Grade Students Of Junior High School Darul Lughah Walkaramah 2022-2023

Location : SMP Darul Lughah Walkaramah

No.	Day/Date	Activity	Initials
1.	Monday, 8th May 2023	The researcher gives a "Surat Permohonan Penelitian to the school and interviewed with the English Teacher	
2.	Tuesday, 9th May 2023	The researcher discussed about lesson plan with the English Teacher	
3.	Wednesday, 10th May 2023	The researcher impelements the action (first meeting)	
4.	Thursday, 11th May 2023	The researcher impelements the action (second meeting)	
5.	Saturday, 13th May 2023	The researcher impelements the action (third meeting)	
6.	Sunday, 14th May 2023	The researcher gives a writing test to the students	
7.	Monday, 15th May 2023	The researcher asks for a letter of research finishing	

Jember, 22 May 2023

Kepala Sekolah

IHYA'ULUMEDDIN,S.Pdl

Appendix 6 :

TurnitinCheckLetter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER

Jl. Mataram No. 1 Mangli Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama	:	EVA ARI SUCI
NIM	:	T20166072
Program Studi	:	TADRIS BAHASA INGGRIS
Judul Karya Ilmiah	:	

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember
dengan skor akhir sebesar (4,6 %)

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Jember, 12 Juni 2023
Penanggung Jawab Turnitin
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(RIAYATUL HUSNAN)

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.
2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

Appendix 7 :

Documentation

Teaching and Learning Process

Evaluation Process

Appendix 8 :

<div align="center">

RESEARCHER'S BIODATA

</div>

PERSONAL INFORMATION

Name   : Eva Ari Suci

SRN   : T20166072

Gender   : female

Place and Date Of Birth   :Jember,23rd December1997

Address   : Kraksaan, Probolinggo

MobilePhone   : 085735549607

E-mail   :evasuci1997@gmail.com

Nationality   :Indonesia

Major   :EnglishEducationProgram

Institution   :UIN KHAS Jember

EDUCATIONAL BACKGROUND

NO.	SCHOOL/INSTITUTE	PERIOD	MAJOR
1.	Boribal school	2002-2004	RA.Raudlatus Salam
2.	Longkuan chool	2004-2010	MI. Raudlatus Salam
3.	Sengprathip wittaya mulaniti school	2010-2016	MA. Darullughah Wal Karomah
4.	UIN KHAS Jember	2016-2023	EnglishEducationProgram