



**THE EFFECT OF THINK PAIR SHARE (TPS) MODEL ON SPEAKING  
ACHIEVEMENT OF THE ELEVENTH YEAR STUDENTS OF SMA NEGERI  
I RAMBIPUJI JEMBER IN THE 2010/2011 ACADEMIC YEAR**

**THESIS**

**By:**

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LANGUAGE AND ARTS DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
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## **DEDICATION**

This thesis is honorably dedicated to:

1. My beloved Mom and Dad, Sunardi Effendi and Nanik Nur Idawati, who always pray, support and love me in any conditions. There are insufficient words to describe your affection and sacrifice. I will bring your dream to come true.
2. Thanks especially to my beloved husband Suyanto, for your never ending patience and encouragement; and to my son M.Khayis Ahda Wardana, for your understanding and acceptance of the hours spent at the computer.

## ACKNOWLEDGMENT

First and foremost, I would like to thank Allah SWT who always leads and grants me with His Blessing and Mercy so that I am able to finish my thesis entitled 'The Effect of Think-Pair-Share Model on Speaking Achievement of the Eleventh Year Students of SMA Negeri I Rambipuji Jember in the 2010/2011 Academic Year'.

In relation to the writing and finishing of this thesis, I would like to express my deepest appreciation and sincere thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education.
2. The Chairperson of the Language and Arts Education department.
3. The Chairperson of the English Education Program.
4. My Academic Consultant, Drs. I Putu Sukmaantara, M.Ed.
5. My thesis consultants, Dra. Musli Ariani, M.App.Ling. and Drs. Sugeng Ariyanto, M.A.  
I do really thank you for your time, knowledge, guidance, patience, and careful correction that had led me compile and finish my thesis.
6. The Examination Committee.
7. The Principal of SMAN 1 Rambipuji, the English teacher, the administration staff, and the grade XI IPA 1&2 students who gave me permission and helped me to obtain the data for the research.
8. My beloved Almamater, Jember University.
9. My friends in 2005 class. Thanks for the time we shared together.

Finally, I expect that this thesis will be useful for the readers and I myself. Any criticism and valuable suggestion would be appreciated.

Jember, July 2011

The Writer

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## SUMMARY

**The Effect of Think Pair Share Model on Speaking Achievement of the Eleventh Year Students of SMA Negeri 1 Rambipuji Jember in the 2010/2011 Academic Year;** Laeli Sukma Rahmawati, 050210491144; 43 pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This experimental research was intended to find the effect of Think Pair Share model on the eleventh year students' speaking achievement at SMAN I Rambipuji. This research design was quasi experimental, that is, posttest-only control group design. The population of this research was the eleventh year students of SMAN I Rambipuji Jember consisting of six classes. The respondents were two of the six classes of the eleventh year students, one was treated as the experimental group and the other one as the control group; the classes were determined by using cluster random sampling by considering the result of the analysis of variance (ANOVA). The result of the analysis of variance showed that the value of f-test (8.63) was higher than that of f-table (2.31). It means that the population of this research was not homogenous. Therefore, the respondents were determined by considering the closest mean difference score, namely; 73.9 (XI IPA 1 as the experimental group) and 73.8 (XI IPA 2 as the control group).

In this research, the supporting data were gained through interview and documentation, while the primary data were gained through speaking test. The test was given to both classes namely the experimental group and control group. The test was conducted on May 2<sup>nd</sup> 2011 for control group and on May 5<sup>th</sup> 2011 for experimental group. The test for the control group (XI IPA 2) was held on Monday, May 2<sup>nd</sup> 2011 at 08.30-10.00, while the test for the experimental group (XI IPA 1) was held on Thursday, May 5<sup>th</sup> 2011 at 12.00-13.30. The test was given to both groups after they received two times treatment. The experimental group was given

two times treatment that is teaching speaking using the TPS model, while the control group was taught speaking using conventional technique, that is, question and answer. A comparison was made between the two groups by analyzing the students' speaking scores obtained through test. To make the test process easier and more accurate, the students' utterances were recorded. Then, the students' speaking performance was evaluated from the aspects of fluency, pronunciation, grammar, vocabulary, and content of speech. Hughes' rating scales (1996: 111-112) that were used to score the students' speaking performance of each aspect.

The result of the average score (The students scores from the English teacher and the researcher was divided by 2) became the score of the student's speaking test. After that, the result of the test was analyzed by using t-test formula to compare the mean difference of both groups. The result of the t-test was then consulted to the t-table at 95% significant level using two-tails. Based on the calculation, the mean score of the experimental group was higher than that of the mean score of the control group ( $84,44 > 78,48$ ). The result of the t-test analysis was higher than that of the t-table at 95% significant level using two-tails ( $3.1 > 2.00$ ) with df (63). It means that the null hypothesis was rejected, while the alternate hypothesis was accepted. To sum up, there was a significant effect of Think Pair Share model on speaking achievement of the eleventh year students of SMAN I Rambipuji in the 2010/2011 academic year.

Based on the result of this research, the English teacher should use and apply the TPS model as an alternative teaching model, especially in teaching speaking to improve and motivate the students' speaking achievement. Further, the students have to practice their ability in speaking by using the TPS model as frequently as possible to improve their speaking achievement. Moreover, the other researchers are suggested to conduct further research which focuses on the similar topic with different design, such as an action research or a descriptive research of using the TPS model on different level of students on their speaking achievement.