

THE EFFECT OF TEACHING DESCRIPTIVE TEXT IN SPEAKING THROUGH THINK PAIR SHARE STRATEGY AT SEVENTH GRADE STUDENTS OF SMP ISLAM BRAWIJAYA TROWULAN

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ABSTRACT

The main objective of the research is to know the effect of teaching descriptive text in speaking through think pair share strategy at seventh grade students. Teaching speaking at junior high school must be implemented by the English teacher, because speaking is one of the important skills for students. In this research, the think pair share strategy is used as a method to know the students' speaking ability. In addition, the researcher used quasi-experimental design as the research design, because the researcher cannot be random and the sample is based on the English teacher's suggestion. The sample as the experimental group is VII-A class and the control group is VII-C class. The population is 25 students in each class. The researcher used a test as the instrumentation. There are three kinds of tests, namely try-out test, pre-test, and post-test. ANCOVA in SPSS 19 is used by the researcher to analyze the data because ANCOVA is appropriate for this research. The result of the research for calculating the data by using ANCOVA, the researcher can be shown that the significance level was lower than 0,05 ($0,000 < 0,05$). It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. So, the researcher takes a conclusion that students who are taught descriptive text by using think pair share strategy have better achievement.

Keywords: Teaching, Speaking, Descriptive Text, Think Pair Share Strategy.

ABSTRAK

Tujuan utama dari penelitian ini adalah untuk mengetahui pengaruh pengajaran teks deskriptif dalam berbicara melalui strategi think pair share pada siswa kelas tujuh. Mengajar berbicara di sekolah menengah pertama harus dilaksanakan oleh guru bahasa Inggris, karena berbicara adalah salah satu keterampilan penting bagi siswa. Dalam penelitian ini digunakan strategi think pair share sebagai cara untuk mengetahui kemampuan berbicara siswa. Selain itu, peneliti menggunakan desain quasi-eksperimental sebagai desain penelitian, karena peneliti tidak dapat secara acak dan sampel berdasarkan saran guru bahasa Inggris. Sampel sebagai kelompok eksperimen adalah kelas VII-A dan sebagai kelompok kontrol adalah kelas VII-C. Populasi dalam penelitian ini adalah 25 siswa setiap kelas. Peneliti menggunakan tes sebagai instrumentasi. Ada tiga jenis tes, yaitu tes try-out, pre-test, dan post-test. ANCOVA dalam SPSS 19 digunakan oleh peneliti untuk menganalisis data karena ANCOVA sesuai dengan penelitian ini. Hasil penelitian untuk menghitung data dengan menggunakan ANCOVA, peneliti dapat menunjukkan bahwa tingkat signifikansi lebih rendah dari 0,05 ($0,000 < 0,05$). Ini berarti bahwa hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Jadi, peneliti mengambil kesimpulan bahwa siswa yang diajarkan teks deskriptif dengan menggunakan strategi think pair share memiliki prestasi yang lebih baik.

Kata Kunci: pengajaran, berbicara, teksdeskriptif, strategy think pair share.

INTRODUCTION

Teaching English as a foreign language is very necessary for people in this country, especially it is needed for students in Indonesia. They need English for their education, as like if they have intention to study abroad, in daily life they with people and have conversation each other. As we know that, in other countries the people or students use English as a second language for their daily life. They use English when having conversation each other. So the students in Indonesia need English for their necessary especially for their education.

Basically, the students of EFL have a purpose in learning English. They want to be proficient in the four skills, those are listening, speaking, reading, and writing (Wahyu K. 2011: 25). On the other hand, many students are still feeling shy and afraid to perform and speak English, because they lost vocabularies and never practice speaking English. For this reason, the students need learning English components such as vocabulary, grammar, and pronunciation. In addition, speaking skill is one of the productive skill and speaking needs those English components to speak fluently. It is supported by Fachrurrazy (2014: 79) speaking is an active or productive skill. The target of speaking skill is an ability to express ideas freely and spontaneously.

In *Kurikulum Tingkat Satuan Pendidikan* (KTSP), especially for junior high school shows that there are four texts like descriptive text, procedure text, recount text, narrative text that must be learned by the students. It means that descriptive text is one of genre text that should be used in teaching English especially in 2004 curriculum for junior high school. Descriptive Text is a kind of text with a purpose to give information.

A good teacher must have a creative strategy which is appropriate for the learning process. One of appropriate strategies in teaching descriptive text in speaking is through Think Pair Share strategy. According to Fachrurrazy (2014: 59), Think Pair Share is a part of cooperative learning and the process are first, students are given a task and work individually. Second, students form pairs and discuss their ideas. Third, each pair share the result of their discussion with the whole class. Based on the process of Think pair Share strategy above, it will help the students more interest in descriptive speaking. This strategy is a learning strategy to encourage student's classroom participation.

The researcher conducts this research at SMP ISLAM BRAWIJAYA Trowulan Mojokerto? due to the researcher wants to apply the strategy of TPS purposed on knowing the effect of teaching descriptive text in speaking. In addition, the researcher does not find this strategy in that school and the English teacher never uses TPS as the strategy in learning activity. In the otherwords, interesting methods or strategies are rarely applied in this school. It causes students lack motivation in learning English, more specifically in the term of speaking. The goal of this research is to examine the result and application of Think Pair Share (TPS) strategy in teaching speaking on descriptive text in the seventh grade of SMP Islam Brawijaya, whether the strategy is able to yield significant result than conventional method.

REVIEW OF LITERATURE

Descriptive text is a text that can be used to describe about the particular person, thing and place. To tell the subject by using describing features without including personal opinion (Anderson and Anderson, 2003: 26). The generic structure of descriptive text is introduction about the subject, such as who, what and where. Grammatical features of descriptive text are: The first, using verbs in the present tense. The second, using adjectives to describe the features of the subject. The third, using has and have. And the last is the topic sentence to begin paragraphs and organize the various aspects of the description.

According to Gillies and Ashman (2003 : 54), in cooperative learning context, students should be active in their group and should not act passively when they learn together in their group. When they learn in their group, all members of small group should get good communication and each student in group should give their idea and share their argument with their friends. Cooperative learning is designed and implemented to develop social strategies and acceptable social attitudes in students, and to improve social relations within and between groups (Gillies and Ashman, 2003 : 54). It means that cooperative learning is designed to improve the student's attitude and to increase the sense of solidarity in their group.

Think pair share is a part of strategy in cooperative learning. Using think pair share technique in teaching descriptive speaking in particular person is attractive. Because by using this technique, so the students will be able to share their ideas with their partner and the students will produce a lot of words in their discussion with their partner. Particularly, people are to motivate the students speaking skill and goad their communication.

RESEARCH METHOD

In this research, the researcher used quasi-experimental research as the research design, because the researcher can not random the class. The researcher uses two class as a sample research and both of the class are chosen based on the English teacher's suggestion. So, quasi-experimental is used by the researcher in this research as the research design. Muijs (2004:27) said that quasi-experimental are often used precisely because such random allocation is not possible or practical. The researcher would choose or select two classes of seventh grades students of SMP Islam Brawijaya Trowulan Mojokerto. The two classes are from equivalent level. The class is VII-A and VII-C. Both of them here as sample that are divided into two groups. It is experimental group and control group.

The population of this research is seven grade students of SMP Islam Brawijaya Trowulan Mojokerto in academic year of 2018/2019. The first semester would be conducted in this research. The number of population is 25 students in each class. There are two classes of the population here, it is VII-A and VII-C. From the population, this research would use all population as the participant.

Variable is the focus in any research. Without knowing what variables are involved, what the variables refer to, and what their role of the variable in the research is, a research project cannot be conducted. In fact, researcher always starts with variable (Latif, 2013:10). There are two variable in this research, independent and dependent variable. Strategy in teaching descriptive text in speaking as the independent in this research. The dependent variable in this research is the student's speaking ability in descriptive text.

In this research, the researcher would use test to get the information, it is used by the researcher to know about the students' ability. A test is a set of simulation presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned (Ary *et al* , 2010:201). A test is a measurement instrument used to assess individual differences in various content areas (Jackson, 2009:63). So the researcher would use this instrument to get the information and analyzed the student's score between control group and experiment group, then the researcher had to understand student's ability in descriptive speaking by using think pair share strategy. The researcher should prepare the test with good validity and

reliability. Validity is the most important judgment in developing and evaluating measuring instruments.

According to Davidson and Fulcher (2007:4) there are three kinds of validity namely construct validity, content validity, and criterion validity. To know the test is valid or not, the researcher uses the expert to repair the test. In this research the researcher chooses two experts who dominated about the material. The researcher chosen the teacher or lecture for estimating the items of the instrument in a rubric of speaking assessment. The two experts were expert in speaking. The validity has some criteria were used to instrument was valid or not, as follow:

Table 3.3 The Validity Criteria

The r Value	Interpretation
0,800-1,000	Very High
0,600-0,800	High
0,400-0,600	Enough
0,200-0,400	Low
0,000-0,200	Very Low

Arikunto (2002: 146)

In construct validity, the researcher using SPSS version 19 to analyze the test and get the construct validity items in the test. Based on the criteria above, if the validity value of the test is 0,500-1,000 it can be conclude that the test was valid.

Reliability of measuring instrument is the degree of consistency with which it measures whatever it is measuring (Ary, et al, 2010:239). The researcher count the reliability test use Cronbach's alpha in SPSS version 19. The item of the test is reliable if the price of the test is 0,500 until 1,000 it can be form that the test is reliable.

Table 3.5 The Reliability Criteria

The r Value	Interpretation
0,800-1,000	Very High
0,600-0,800	High
0,400-0,600	Enough
0,200-0,400	Low
0,000-0,200	Very Low

Arikunto (2002: 146)

The procedure of collecting data in this research is, firstly the researcher would give a try out for the students in VII-B. The researcher would give the try out test in different class but same levels. The second is the try out test will gain about the validity an reliability test. If

the test is valid and reliable, the researcher might use the test for the students. To analyze the data, the researcher would use SPSS version 19. After collecting the data, the step that would be used by the researcher is analyzing the data or data analysis. Data analyses used by the researcher to check the hypothesis, to check or examine the hypothesis the researcher should answer about the research question then make the conclusion depending on the answer of the research question.

To analyze the data, in this research the researcher would use ANCOVA to know about the significant differences both of control group and experimental group. ANCOVA would also be used to know about the influence of the treatment to dependent variable. The pretest enables you to check on the equivalence of the groups on the dependent variable before the experiment begins. If there are no significant differences on the pretest, you can discount selection bias as a serious threat to internal validity and proceed with the study (Ary, *etal*, 2010:317). In this research, the researcher would use pre-test to know the background of the students knowledge before the treatment is given by the researcher.

RESEARCH FINDING AND DISCUSSION

This chapter answered the research problem which were clarified in chapter 1 “Does think pair share strategy give a significant effect on students’ speaking ability in descriptive text at seventh grade students of SMA Islam Brawijaya Trowulan Mojokerto? The researcher conducted this research to know the effect of teaching descriptive text in speaking through think pair share strategy. In addition, Alternative Hypothesis (H_a) would be accepted if there are some effect of think pair share strategy in teaching descriptive text in speaking to seventh grade students of SMP Islam Brawijaya Trowulan Mojokerto.

For the data in this research were collected from pre-test and post-test score both of the control group and experimental group, but the different about the strategy. For experimental group the researcher used think pair share strategy and the control group the researcher used non think pair share strategy. Both of the class endwise of 25 students in each class. The researcher as the teacher who taught both of the group in this research. To count the data from experimental and control group, the researcher was analyzed the data through ANCOVA SPSS 19 to respond the research problem. ANCOVA is used by the researcher in this research to know the effect of teaching descriptive text in speaking through think pair share strategy by examining the pre-test and post test. In addition, the pre-test as the covariate. The experimental group was taught by using think pair share strategy and control group was taught by using non think pair share strategy. The result of ANCOVA in SPSS 19 it can be seen on this table below:

Table 4.1 Tests of Between-Subjects Effects

Tests of Between-Subjects Effects

Dependent Variable: Posttest

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2482.952 ^a	2	1241.476	13.493	.000	.365
	4385.989	1	4385.989	47.668	.000	.504
Pretest	959.432	1	959.432	10.427	.002	.182
Strategy	1376.094	1	1376.094	14.956	.000	.241
Error	4324.568	47	92.012			
Total	256308.000	50				
Corrected Total	6807.520	49				

a. R Squared = ,365 (Adjusted R Squared = ,338)

In this case, the researcher described sig table above to answer the research problem. The table of sig on pre-test was 0,002 and sig of strategy was 0,000, it is lower than 0,05 ($0,000 < 0,05$). It concluded that null hypothesis (H0) is rejected. It means that the result of the Significance level test did not support the effect of background knowledge of the students as covariate on students' spiking achievement. It can be shown that only teaching strategy had significantly affects the students' achievement in teachig descriptive text in speaking.

Table 4.2 Different mean

Descriptive Statistics

Dependent Variable:Posttest

Technique	Mean	Std. Deviation	N
Non Think Pair Share Strategy	65,12	9,757	25
Think Pair Share Strategy	76,16	11,179	25
Total	70,64	11,787	50

Based on the table above, teaching descriptive text in speaking through think pair share strategy have higher achievement. The yield of mean score of the experimental group were higher than control group. The mean score of think pair share strategy was 76,16 and mean score of non think pair share strategy was 65,12. It means that there was significantly different in teaching descriptive text in speaking. The mean score of experimental group was higher achievement than control group.

CONCLUSION

This research was organized the research with the title is The Effect of Teaching Descriptive Text in Speaking Through Think Pair Share Strategy at Seventh Grade Sudents of SMP Islam Brawijaya Trowulan Mojokerto. Here, the yield of this research, think pair share is effective strategy to be used in teaching descriptive text in speaking. The researcher count the data using ANCOVA in SPSS 19, based on the result on formerly table of significance level was $0,000 < 0,05$. The researcher concluded that Alternative Hypothesis (Ha) was accepted, it means teaching descriptive text in speaking through think pair share strategy have better achievement.

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