

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Findings

In this chapter the researcher presents the finding of data obtained on cycle 1, cycle 2 and cycle 3 about implementation of Think-Pair-Share (TPS) strategy at the eight students' of VIIIA class of MTsN 6 Tulungagung in academic year 2018/2019.

##### 4.1. Reflection on Cycle 1

The reflecting was done by the researcher and the observer teacher after the results of observation (See Appendix:4) and the results of speaking test were known. Based on the observation, not all of the students were actively during teaching and learning process of speaking about Announcement using TPS strategy. Based on the percentage of success of the students' speaking test of cycle 1 was 47%. It means that the percentage of success of the students' speaking ability in this cycle could not fulfill the criteria of success that was 75% of all the students.

In reflection activities in this cycle, researchers and observers analyzed some findings that occur during cycle 1. The findings include:

##### 4.1.1. The Dominance of the use of mother tongue.

The result can be caused by some factors. First, from the observation in cycle 1, it was found that many students still had problems in English speaking. It could be seen from the students interaction with others still used their mother tongue, it was Javanese.

In teaching and learning cycle 1, especially in step 2 of the steps of TPS, namely pair, they are asked to look for collecting and processing information from each pair of discussion to compile an announcement that is good and correct in accordance with social functions, elements language and text structure. During this data processing activity the students still used their mother tongue in interacting with their friends, even though the researcher has warned to use English in discussions. There were 83% of the total 34 students, who still used their mother tongues to discuss with their friends, there were 28 students (see appendix 6).

Based on interviews with students after the post-test in preliminary research, they stated that speaking is an activity that is rather difficult to do because they rarely practiced, and did not sure how to pronounce in English sentence. So, they often asked the researcher to correct it.

The geography of Tulungagung 6 MTsN showed students in the suburbs and mountains gave a big contribution to the problem because of their daily language was Javanese. The researchers have tried to always remind students to use English in teaching and learning activities, at least they should try as much as possible to communicate using English. And one of their reasons is because they still have difficulty in saying it, they are also afraid of being wrong and embarrassed in front of their friends.

#### **4.1.2 The Anxiety in English Pronunciation**

One of the difficulties that occur in speaking is how to pronounce. It cannot be denied that English is one language that has different in writing and

speaking. This is what makes students reluctant to practice English, because there is a feeling of insecurity when speaking in front of other people. (See the result of post-test cycle 1 on Pronunciation aspect)

In teaching and learning activities in cycle 1, these obstacles were experienced by students when they had to use English during the teaching and learning activities, what happened next was that students often asked their teachers, in this case researchers, to teach how to recite in English, so the class becomes crowded and noisy. This is a serious concern for researchers and observers to find solutions to solve them. The role of a teacher is very influential in giving motivation and giving a correct example of pronunciation.

#### **4.1.3 The Effectiveness of Group Number**

In this Think-Pair-Share (TPS) strategy, the students are conditioned to form groups in pairs so that they can interact and exchange information so that they can find information that is relevant to the present material at that time. By pairing, they will be mutually reinforce each other, but in fact, the number of groups consisting of 2 people or groups in pairs is considered less effective, because in reality the pairing is a debate so they are less comfortable and ask to increase the number of groups.

Ideally, the bigger the group, the faster the problem would be resolved, but in the opinion of the researcher, the group formed would be limited from 2 to 4 students, because to avoid chat outside the subject matter and also avoid the presence of passive students.

#### **4.1.4 The Limited Knowledge on the procedure of TPS.**

From the observation that was done by the observer teacher, it was known that the students were noisy and did not pay attention to the teaching learning process. It caused because they didn't understand the procedure of Think-Pair-Share strategy well

Every learning strategy has procedures or steps in its implementation, as well as TPS. This strategy was chosen by researchers because it was considered able to overcome the problems faced by students, especially class VIII A and this strategy had never been used by teachers and other subjects. Because this strategy is considered new by students, to apply it requires a hard and disciplined effort in its application.

The use of this strategy in class VIII A requires patience. Students have never known this learning strategy, the obstacle faced is when applying the steps, namely think, their pair and share are impatient and go directly to pair steps or discussions with their friends, even though the first step, think, is their provision for discussion with friends to complement each other not to ask each other questions and equate answers. This is what researchers must emphasize and understand to the students.

Therefore, improvement of action in the second cycle was needed to solve the problems found in the first cycle. The action in the second cycle was conducted by the researcher by revising the lesson plan in the first cycle by considering the students weakness in the first cycle. Their weakness was

related to their speaking ability in Announcement material given and the procedure of TPS.

Furthermore, the results of these findings become our guidance, (researchers and observers) to determine the next step in preparing lesson plans (RPP) so that the next cycle have better and it achieved success criteria. Then, we discussed to revise the lesson plan used in cycle 1. Even though the revision was emphasized on the first findings, that was to minimize the use of their mother tongue by giving punishment to anyone who uses it (their mother tongue) on the lesson plan cycle 2. The punishment was spelling alphabet from the vocabulary mentioned by the teacher (researcher) in the front of the class.

#### **4.1.5. The Revision Aspect in Lesson Plan on Cycle 1**

After conducting cycle 1, the researcher and observer considered to plan and revised the lesson plan cycle 1 to make better on cycle 2, the revision was about:

##### **4.1.5.1. Punishment**

Based on processing in teaching learning on cycle 1, the problem arised from the use of their mother tongue. It made the students' speaking ability became ineffective, because by speaking practice their ability would be better. So, according to the researcher and observer, punishment became a good solver to solve the problem. The punishment was alphabet spelling. They must spell a word from their teacher, for instance: eat, arrive, speak, read, and etc. The

students must spell the alphabet. This punishment purposed to train the pronunciation which helped the students to pronounce well.

#### 4.1.5.2 Group Number.

One of the steps in TPS strategy was pair. It means that the students divided into a pair in order to discuss the material given before sharing their idea in front of the class. The purpose of this group discussion was to exchange their information to others. But in teaching learning process, this group number which was consist of pair or two person was ineffective, because they were involved in debate and unnecessary chatting. Based on this situation, the researcher and the observer decided to add the group number into three or four.

#### 4.2. Reflection on Cycle 2.

Based on the observation, the second cycle was better than the first cycle. It could be seen from the table of the score in cycle 2.

**Table result of cycle 2**

NO	INITIAL NAME	CYCLE 1	CYCLE 2
1	ALA	55	60
2	AFB	65	75
3	ANM	60	65
4	ACDK	75	80
5	BNA	75	80
6	DDA	75	80
7	DLK	75	80
8	DNF	60	65

9	DNC	45	50
10	FIM	70	75
11	FA	45	55
12	FAT	80	80
13	FRC	75	75
14	IR	80	85
15	IA	75	80
16	IF	50	60
17	KNR	75	75
18	LEP	80	85
19	LEW	60	65
20	MNA	60	75
21	MFMC	75	80
22	MAR	50	65
23	MWNM	60	70
24	MNNH	70	75
25	NAS	80	85
26	PDPA	75	80
27	REP	50	60
28	RQA	70	75
29	SB	80	85
30	SO	60	65
31	SUK	70	75
32	SR	80	85
33	SF	55	60
34	ZA	75	80

There were 22 students passed the test. The class was more active than first cycle. The procedure ran well even the researcher still remained the step and also remained to speak English during the teaching learning.

After analyzing the data based on cycle 1, cycle 2 is carried out to correct deficiencies that occur in cycle 1 especially in the main learning activities. In the cycle 2 lesson plan (RPP), researchers make rules in the form of punishment for those who still use their mother tongue.

Teaching and learning activities in cycle 2 are relatively better compared to cycle 1, this can be seen from the reduction of students using their mother tongues, they are more motivated to speak using English than to have to receive punishment in front of their friends (see appendix 7). From the observation sheet, it can be seen that the activity of students shows more numbers than the cycle 1. Punishment can be an alternative to motivate students to speak English, of course the form of punishment must be relevant to the objectives to be achieved, in this case is speak up. Although at first the students protested the rule, it would be a motivation for the students to try to recite as much as possible. To get good results the students need to be forced to become accustomed later, because language practicing is a habit.

The next finding in cycle 2 is that there is better collaboration compared to cycle 1 due to the addition of the number of discussion groups which were initially 2 or a pair to 3 or 4 students in the group. Of course, in the process of teaching and learning activities researchers as teachers must continue to guide and remind them to always focus on discussing the material being discussed so that time is not wasted. With this engagement would be established between those who in the end the students' learning outcomes will appear to be increasing, this can be seen in the table of post-test 2 which



shows improvement even though the criteria of success have not been fulfilled, 75% of students score equal or greater than KKM English, 75.

Based on the findings in cycle 2, researchers and observers discuss and analyze teaching and learning activities in cycle 2. The results of the discussion are then used as a reference in preparing lesson plans in cycle 3. In this plan cycle 3 lesson, researchers and observers used reward models in return for participants who have tried earnestly with proof of the results of the second post-test, there is a boost in addition to punishment as a contribution for students who are less serious in learning activities.

In this cycle 2, the condition of the class appeared to be better than cycle 1, this could be seen from the activeness and attention of the children towards the tasks given by the researcher. They had been brave and often asked questions about how to spell words and were not ashamed to try to pronounce in front of their friends.

#### **4.2.1 The Revision Aspect in Lesson Plan on Cycle 2**

After conducting cycle 2, the researcher and the observer found that the result was better than cycle 2, but the criteria of success did not reach yet, so the cycle 3 must be applied. Based on the teaching learning process in cycle 1, we decided to revise the lesson plan, the revision aspect was about:

##### **4.2.1.1. Reward**

This aspect was valued as an importance thing to balance with punishment. The students tried to do the best in their performance, so they

deserved to get reward. An appreciation from a teacher was a good motivation for the students. They would try as hard as possible to get appreciation from their teacher, and in this case the researcher as the teacher gave them a reward as an appreciation when they had a good performance.

The reward was a pen.

### **4.3 Reflection on Cycle 3**

In this cycle 3, researchers and observers found it easier to condition students because they already know and understand the procedure of think-pair-share (TPS) strategy so the state of the class is much more conducive than before, cycle2 and cycle 1. In the plan cycle lesson 3, the researchers tried to use the reward by giving a pen for the students who had a good perform. This method used to compensate for the punishment method for students who violated agreed rules as well as to motivate and appreciate the students' work. That way it turns out that the results of post-test 3 show an increasing level, this can be seen from the post-test score results table 3.

The process of teaching and learning activities in cycle 3 took place very well and conditionally, this was due to the problems that occurred in cycles 1 and 2 have been solved, so the use of the mother tongue has been greatly reduced, anxious about pronunciation that makes students rely on their teacher in reciting English is also reduced, and the students' ability is easily guided and directed because they have understood the TPS strategy procedure. With the success of the criteria of success in learning English, 75% of students have reached the minimum

KKM limit, 75, the researcher decided not to continue in the next cycle and stopped in cycle 3 (see appendix 10 table result of cycle 3)

The researcher analyzed the result of cycle 3. Most of the students respond the teacher actively. Furthermore, the teaching learning process is done very well. The researcher felt satisfied because the students have significant improvement from the score they get from pretest, posttest 1, 2 and posttest 3. After achieving the target research of where minimally 75% students who pass the KKM, therefore the researcher decided to stop the Classroom Action Research because it had already succeeded.

#### **4.4 The Use of TPS Strategy in Improving the Students' Motivation and Their Speaking Ability.**

The TPS strategy proofed could improve the students' motivation and their speaking ability. The teaching learning used TPS strategy at eight grades which was implemented in MTsN 6 Tulungagung could be adopted by another teacher who would apply the same strategy.

During implementing the TPS strategy, there were some aspects that must be paid attention for the teacher in teaching learning process. Before applying the TPS strategy, the teacher should explain the procedure of the strategy, because the understanding to these strategies would facilitate the teacher in carrying out teaching learning activities. The students would focus to the teacher explanation and follow the instruction easily. Here is the table of the activities in implementing the TPS strategy.

**Table 4.4.1. The implementation of TPS strategy to improve the students' speaking ability and their motivation**

TPS Strategy	Cycle 1	Cycle 2	Cycle 3
<b>THINK</b>	<ul style="list-style-type: none"> <li>• The teacher explained the material about short message and announcement.</li> <li>• The students explored their idea to find the social function and language feature of the text</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher explained the material about Caution, Notice and Warning.</li> <li>• The students explored their idea to find the social function and language feature of the text</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher explained the material about Recount Text.</li> <li>• The students explored their idea to find the social function and language feature of the text</li> </ul>
<b>PAIR</b>	<ul style="list-style-type: none"> <li>• The teacher divided into a pair.</li> <li>• They discussed their idea to their partner to arrange a short message or announcement.</li> <li>• The teacher always remained the students to use English during discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher divided into a group for 3 or 4 persons.</li> <li>• They discussed their idea to their group about the material.</li> <li>• They identify the social function, text structure and language feature of Caution, Notice and Warning Text</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher divided into a group for 3 or 4 persons.</li> <li>• They discussed their idea to their group about the material.</li> <li>• They identify the social function, text structure and language feature of the Recount Text.</li> </ul>
<b>SHARE</b>	<ul style="list-style-type: none"> <li>• The teacher asked the pairs to share their product in front of the class individually</li> <li>• The teacher took assessment based on their performance.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher asked the pairs to share their product in front of the class individually</li> <li>• The teacher took assessment based on their performance.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher asked the pairs to share their product in front of the class individually</li> <li>• The teacher took assessment based on their performance.</li> </ul>

<p><b>Problem Findings</b></p>	<ul style="list-style-type: none"> <li>• The students still used their mother tongue</li> <li>• They felt anxious about the pronunciation</li> <li>• The number of group discussion was ineffective</li> <li>• The criteria of success did not reach.</li> </ul>	<ul style="list-style-type: none"> <li>• The students needed motivation booster</li> </ul>	<ul style="list-style-type: none"> <li>• The teaching learning process ran well.</li> <li>• The assessment had met the criteria of success.</li> </ul>
<p><b>Action</b></p>	<ul style="list-style-type: none"> <li>• Revised the Lesson Plan: <ul style="list-style-type: none"> <li>➤ The teacher gave punishment to the students who did not speak English in cycle 2.</li> <li>➤ Change the number of group discussion of 3 or 4 persons</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Revised the Lesson Plan: <ul style="list-style-type: none"> <li>➤ The teacher gave reward to the students who had good performance.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The researcher decided to stop.</li> </ul>

The table above showed that the teaching and learning process used TPS strategy could improve on the students' speaking ability and their motivation. Based on research finding, we can see that the students' problem in speaking could be solved by two aspects; punishment and reward. Punishment used to keep the students on speaking English, while reward applied to boost the students' motivation.

## B. DISCUSSION

This research was conducted to find out the improving of the students' speaking ability and students' motivation in English lesson by using TPS

strategy. The Think-Pair-Share (TPS) was one of the strategies that could be used by the teacher in teaching English to improve the students' ability in speaking and students' motivation in learning English. The research that had been done by the researcher indicated that TPS strategy was effective or could be used in teaching speaking to the eight students in MTsN 6 Tulungagung.

It was known that there are many factors that affecting in teaching learning process, (Haley, 2010). One of them is a teacher, as Comb (1965) stated that the important role in the classroom is teachers, because they can promote the students in positive energy in learning. Teacher as facilitator and guided, they can create and control the class easily by applying a strategy. The strategy that used by the teacher in the classroom will have effect to the effectiveness of the learning process among students, (Martinez-lage, 1997). A strategy helps the teacher to deliver the material easily. In this research, the strategy that used in was think-pair-share (TPS), this strategy have purposed to bridge previous knowledge in solving a problem (Nasr, 2003). One of the advantages of TPS strategy is to change the discourse pattern in classroom and challenge the assumption that all recitations or discussion need to be held in while-group setting (Lyman and Arend, 1997). TPS belongs to active learning. By group discussion the students will improve their English through communication activity. And also this strategy can be used to enhance motivation in teaching learning.

Motivation plays an important role in learning, especially in foreign language or second language. Dornyei and Ushioda (2011) state that motivation as a main direction in teaching learning that influence to student' succeed. The high motivation of the students would influence the students' success in learning process. And motivation is a determining factor in influencing success and failure in learning activities (Ellis, 1997). There are two types of motivation, Intrinsic and Extrinsic. Dörnyei (1998 as cited in Pourhosein Gilakjani, Leong, & Saburi, 2012) defined the terms intrinsic and extrinsic motivation. Intrinsic motivation basically means you like what you're doing for its own sake whereas extrinsic motivation means you do something as a means to end-in order to get or avoid something- that is only on short term (Alfie K.1999). Motivation can come from the interaction among the students, the teachers' explanation during the class. Based on this finding research, most of the students used their mother tongue during discussion in cycle 1. It means that their motivation to speak English is low, so the researcher as the teacher gave punishment to the students who used their mother tongue with the purposed to motivate them used English in speaking during the lesson.

Perhaps, many people rather disapproved to use punishment in education. They said that punishment is an effective from the condition that comes from extrinsic motivation which is only effective in a short time (Alfie, 1999). Punishment is one of the techniques to enforce a rule because an observance need to habit of getting used, and the school is one of vital role in

this regard (Stan Emil, C. 2013). By implementing punishment, the students tried to speak English even some mistakes occurred.

Another extrinsic that used in this research was reward. Reward had been given to boost their motivation in speaking ability. Extrinsic motivation refers to the actions that are performed to get some instrumental aims like earning a reward or stopping a punishment. Brown (2000) indicates the relationship between these two kinds of motivation. Both of them are important. When the intrinsic motivation that comes from the individual of the learner was low, the extrinsic has important aspect to increase the students' motivation. This motivation comes from the teacher, friends (their interaction), family, etc. In this research was proofed that the extrinsic motivation (punishment and reward) could improve their speaking ability and their motivation in speaking English. The TPS strategy had improved the students' ability and their motivation in speaking English.

The improvement could be seen from the tables that showed the increasing of students' score from pre-test, post-test I, II and post-test II. The increasing because of the TPS strategy helped the students to understand the subject easily (Abdurrahman Usman, 2015; Mahmud A& Ricki A, 2015;Eka Apriani, 2016) and boost their motivation. So it could be concluded that the result of the research showed that the implementation of TPS strategy could improve the students' ability in speaking and the students' motivation in learning English. The all result of Pre-test and Post-test I, II and III can be seen in the table below:



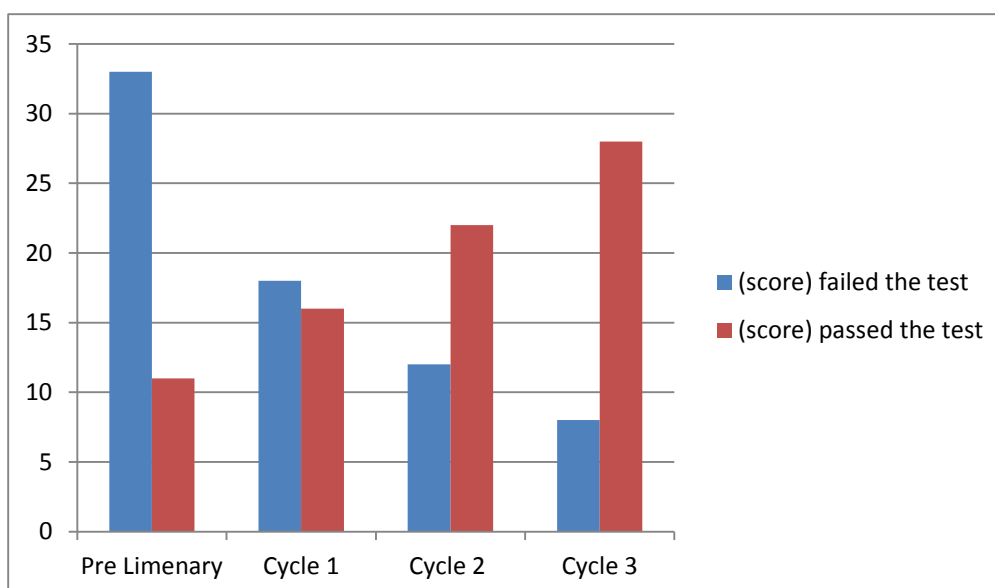
**Table 5.1. The score of Pre-test and Post-test I, II, III**

NO	INITIAL NAME	Score of Cycle			
		Pre Test	Cycle 1	Cycle 2	Cycle 3
1	ALA	50	55	60	75
2	AFB	60	65	75	80
3	ANM	50	60	65	75
4	ACDK	75	75	80	85
5	BNA	75	75	80	80
6	DDA	65	75	80	85
7	DLK	75	75	80	80
8	DNF	50	60	65	75
9	DNC	40	45	50	60
10	FIM	65	70	75	80
11	FA	35	45	55	65
12	FAT	75	80	80	85
13	FRC	65	75	75	80
14	IR	75	80	85	90
15	IA	75	75	80	80
16	IF	40	50	60	60
17	KNR	65	75	75	80
18	LEP	75	80	85	90
19	LEW	50	60	65	75
20	MNA	55	60	75	80
21	MFMC	75	75	80	85
22	MAR	40	50	65	65
23	MWNM	55	60	70	70
24	MNNH	60	70	75	80
25	NAS	75	80	85	90
26	PDPA	70	75	80	80
27	REP	40	50	60	70
28	RQA	65	70	75	80

29	SB	75	80	85	90
30	SO	50	60	65	65
31	SUK	60	70	75	80
32	SR	75	80	85	90
33	SF	50	55	60	60
34	ZA	65	75	80	85

The result indicated that there was an increasing on the students' speaking skill by using Think-Pair-Share (TPS) strategy. The percentage of students who got point  $>75$  grew up. In the post-test of cycle I students who got point  $\geq 75$  up were 16 students (47.05%). The post-test of cycle II, students who got point  $\geq 75$  were 22 students (64.70%) and the post-test of cycle III was much better, students who got score  $\geq 75$  were 26 students (76.40%). In other words, the students' ability in speaking improved and became well in the first meeting to the next meeting. The improvement data could be shown in this graphic below.

**Grapic 5.1. The result post-test 1, 2 and 3**



All of these data indicated that the students' motivation in learning English increased. The students gave their good attitude and responses during teaching-learning process. Based on the result of, it could be concluded that TPS strategy could improve students' ability and students' motivation in speaking especially at MTsN 6 Tulungagung.