THESIS

IMPLEMENTING THINK-PAIR-SHARE AND CRITICAL DEBATE TECHNIQUES TO IMPROVE STUDENTS’ SPEAKING SKILL

(A Classroom Action Research at the Second Grade of SMA N 5 Surakarta in the Academic Year 2012/2013)

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I would like to certify that the thesis entitled “IMPLEMENTING THINK-PAIR-SHARE AND CRITICAL DEBATE TECHNIQUES TO IMPROVE STUDENTS’ SPEAKING SKILL (A Classroom Action Research at the Second Grade of SMA N 5 Surakarta in the Academic Year 2012/2013)” is really my own work. It is not plagiarism or made by others. Everything related to others’ works is written in quotation, the sources of which are listed on the bibliography.

If then, this pronouncement proves wrong, I am ready to receive any academic punishment.

Surakarta, April 2013

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ABSTRACT


This research aims to: (1) find out whether the use of Think-Pair-Share and Critical Debate Techniques improve the students' speaking skill or not. (2) find out how the teaching-learning process is when Think-Pair-Share and Critical Debate techniques are applied in the classroom.

The method used in this research is classroom action research. The research was carried out to the second grade students of SMA N 5 Surakarta. From the population, there were 32 students of class social 3 taken as the sample by using purposive sampling based on the lowest score of English speaking test from all the second grade classes. In collecting the data, the writer used qualitative method and quantitative method. Technique of collecting data using qualitative method can be divided into two categories: (1) observational (observation, field notes, and audio and video recording). (2) non-observational (interview, document and questionnaire). While technique of collecting data using quantitative method was obtained from the speaking test that consists of pre-test and post-test. Then, in analyzing the qualitative data, the writer used Interactive Model that consists of data reduction, data display and conclusion drawing or verification. And the quantitative data were analyzed by comparing the students’ mean score of pre-test and post-test by using Descriptive Statistic technique.

The result of the study shows that the use of Think-Pair-Share and Critical Debate Techniques improve the students’ speaking skill. It can be seen from the increasing of mean score assessed by the researcher and the collaborator. From the researcher’s assessment, the mean score increased from pre-test which was 67.50 became 70.16 in cycle I and improved to be 78.44 in cycle II. While from the collaborator’s assessment, the mean score of pre-test which was 68.75 became 74.84 in cycle I and improved to be 76.88. The students’ motivation, enthusiasm and participation were also increased. They were motivated and interested to improve their speaking skill. In addition, students enjoyed the activities during the learning process. The interaction of students was better when working in group.

To sum up, Think-Pair-Share and Critical Debate Techniques can be used to improve the students’ speaking skill and to make the class more active. But the teacher should control the class to avoid the students’ noisy and focus on the lesson. And the most important is the time allocated to implement those techniques that should be calculated appropriately.

Keywords: speaking skill, Think-Pair-Share, Critical Debate.
MOTTO

Actually, Allah will never change men’s destiny, unless they make an effort to change it themselves

(Ar-Ro’du: 11)

The "road blocks" will always present themselves, but they do not have to represent an end in the road.

(Anonymous)

When you climb one hill or mountain, I promise there will always be a bigger hill or mountain waiting. How you attack each climb will define you. Equally, how you run away will also define you.

(The Writer)
DEDICATION

In the name of Allah SWT, the Almighty God, I dedicate this thesis to:

1. My beloved ‘Ayah’ and ‘Ibu’.
   “Thanks for your prayer, care, patience, support and never ending love. Someday I promise to make you proud.”

2. My beloved brothers; Bayu and Esta.
   “Thanks for your advices and never ending “wealth”. I have proved that I can finish my study less than 4 year.”

3. All my friends of SBI, class of 2009 in English Education Department.
   “Never mind we are SBI. Just prove to the world that we are more than just SBI. Don’t worry about score but being success with our value.”
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The writer realizes that this thesis is still far from being perfect. She invites every constructive comment and suggestion. Hopefully, this thesis will be useful for the readers.

Surakarta, April 2013

Suesthi Maharani
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