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The Effectiveness of Think-Pair-Share Technique in Improving Students' Speaking Ability and Interest

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Abstract: The objectives of this research were to find out: 1) whether or not Think-Pair-Share Technique is effective in improving students' speaking ability of eighth grade students of SMPN 4 Panca Rijang and 2) whether or not the Eighth grade students of SMPN 4 Panca Rijang are interested in learning speaking English through Think-Pair-Share technique. This research applied quasi-experimental design. The population of this research was three classes of Eighth grade students of SMPN 4 Panca Rijang academic year 2014/2015 with the total population were 69 students. The sample of this research were VIII.1 (23 students) as the experimental group and VIII.3 (23 students) as the control group. This sample was taken by cluster sampling technique. The researcher applied Think-Pair-Share technique in the experimental group and conventional way in control group. This research applied two kinds of instruments were speaking test and questionnaire. Speaking test was used to obtain data of the students' speaking ability and questionnaire was used to know the students' interest in learning speaking English through Think-Pair-Share technique. The researcher found that there was a significant difference between achievement of the students who applied Think-Pair-Share technique and who did not applied Think-Pair-Share technique in speaking. It was proved by t-test of post-test (2.206) was higher than t-table (2.021), for $\alpha = 0.05$ and $df = (44)$ and by the mean score of post-test in experimental group (68.57) was better than mean score of post-test in control group (56.35). And the researcher also found that the Eighth grade students of SMPN 4 Panca Rijang were interested in learning speaking English through Think-Pair-Share technique. It was proved by there were 22 students (95.7%) were interested in speaking English through Think-Pair-Share technique and the mean score of questionnaire was 83.22 and it included in interested category. Based on the data analysis, the researcher concluded that: 1) Think-Pair-Share Technique is effective in improving students' speaking ability and 2) Eighth grade students of SMPN 4 Panca Rijang are interested in learning speaking English through Think-Pair-Share technique.

Keywords: Think-pair-share technique; Students' speaking ability; Interest.

1. Introduction

Nowadays, English has become more and more important. English has become a tool for international communication in transportation, commerce, banking, tourism, process of technology and scientific research. Moreover, English has achieved a genuinely global status since it developed a special role that recognized in every country. Therefore English is considered as a global language which is spoken by many people all over the world either as the first or the second language.

The government of Indonesia states that English as a foreign language and should become a compulsory subject at school. It is taught from elementary school to college or university and it becomes one of the subject in National Test. Because of that, students need to understand spoken and written English to communicate their ideas effectively.

There are four language skills of English. They are listening, speaking, reading and writing. Speaking is one of the fourth skills that are taught in teaching English. Through speaking, students can express their feeling and express what they want to say to the listener in spoken form. It also gives the students a chance to express their ideas and opinions with others. When the student wants to speak, they have to think about what is going to be spoken and have to consider some of language components like vocabulary, grammar, pronunciation and fluently to be acceptably in giving and responding the information.

Moreover, speaking as a language production is considers as difficult subject for students because the students are not only require to speaking and sharing ideas into spoken form, but they should also be able to understand the meaning of the words they speak. In fact, the students have many ideas, opinion or experience but they cannot express, explain or describe into the spoken form. Most of students do speaking activity to full fill the requirement of speaking assignment. If the teachers do not give them any tasks to do like doing exercise, practicing dialogue or conversation, the students will do nothing to improve their speaking skill. This indicates that students are not interested in their speaking. And also think speaking is difficult subject for them.

Teaching speaking at Junior High School aims at enabling the students' speaking ability on the text related with the situation around them. It is supported by *Kurikulum 2013*, curriculum which contains the daily life materials such as functional text and other genres of text.

In addition, speaking is also taught through the genre based approach. There are two texts that should be learned by the Eighth grade students of SMPN 4 Panca Rijang. The texts are descriptive and narrative. Among this text, descriptive text is difficult enough to learn by the students because the students are difficult to describe something in English form.

A descriptive is a type of text that function is to describe particular person, place, or thing. They should understand about the generic structures like identify phenomenon to be described and description and also language features of descriptive text. It consists of: First, focus on specific participant has; second, using of attribute and identifying process; third, frequent use of epithets and classifier in nominal groups, the last using of simple present tense. In this case, teacher who teaches speaking in junior high school should has an effective, interesting and appropriate strategy in teaching speaking to achieve the successful learning.

In learning English, the students sometimes lack of motivation. They think that speaking is a hard work and difficult subject because they should consider many things; such as using grammar, using appropriate word, phrase, and also to pronounce the words. Besides, they are fear to make mistake in speaking English and their friends laugh at them. It made them is not self-confident. So, most of the students tend to be silent in the classroom and they are lazy to speak their ideas or opinion. The next, they are lack of vocabulary. Many of them cannot remember the new words that have learned. So that, it makes them cannot speak naturally and effectively.

Wendi in [Permadi \(2013\)](#) also stated that the students' speaking difficulties could be caused by inside and outside factors. The inside factors such as lack of self-confidence and lack of motivation could make students felt ashamed to speak, scared to make mistake, and felt not confidence. Meanwhile, the outside factor is related to the teacher. The teacher should be able to recognize the students' problem and create a good atmosphere in teaching learning process in the classroom that can raise students' enthusiasm to speak English. The teacher should provide time for the students to practice their speaking skill because through practice students can learn to express their feeling, emotion, thought, and their intention.

Another problem comes from teachers' side. Usually, the teacher uses certain technique in teaching any skill without pay attention whether that technique is appropriate or not for the students. Many teachers keep teaching and learning as a monotonous process where they have much time to speak rather than the students. The students' activity is much listening. For speaking activity, usually only read aloud a text given by the teacher or from the students' worksheet in front of the class. Automatically, it makes the students boring in the learning activity.

However, a teacher should use the innovative, creative and interesting technique to teach speaking descriptive text. The technique is used by the teacher has often been said to be cause of success or failure in language learning. To accomplish the problems that appear in the classroom, the teachers should get students' interest in speaking descriptive text. The teacher should have to use different technique of teaching speaking.

Based on the *Kurikulum 2013*, the teachers demand to create the active, innovative, creative, and enjoyable learning, because it will influence the achievement of the students in learning speaking. The English teachers should try to use an interesting technique in order to motivate the students to become more active in teaching and learning process of speaking skill. Besides that, the techniques also can improve the students' speaking ability and make them easier in learning speaking on descriptive text.

Several studies which have been investigated stated that some of techniques or strategies that can be used by the teachers in teaching speaking as follow:

[Lamba \(2014\)](#), in her research "Using Photograph in Improving Students' Speaking Ability of Eighth Grade Students of Pondok Pesantren Al-Urwatul Wutsqaa Benteng" concluded that the use of Photograph improved students' speaking ability in the Eighth grade and the students were interested to speak English by using Photograph.

[Risnawati \(2013\)](#), investigated about "The Effect of Using Think-Pair-Share Technique in Increasing Students' Speaking Ability on Descriptive Text (An Experimental Research at Eighth Grade Students of SMP N 5 Kubung at 2013/2014 Academic Year). Risnawati concluded that t-calculated was higher than t-table, where $t\text{-calculated} = 2.25$ dan $t\text{-table} (0,975:42) = 2.00$, thus H_0 hypothesis was rejected and H_1 hypothesis was accepted. As conclusion there was significant improvement of Think-Pair-Share technique applied toward students' speaking ability of descriptive text at the Eighth grade of SMP N 5 Kubung at 2013/2014 academic year.

[Ulviana \(2011\)](#) in her research "Improving Students' Speaking Ability through Communcation Games" (A Classroom Action Research at First Grade of MTs. Manaratul Islam, Cilandak Academic Year 2010/2011) concluded that teaching English by using Communication Games is effective and can improve students speaking ability.

[Irianti \(2011\)](#) in her research "Using Role Play in Improving Students' Speaking Ability (A Classroom Action Research in the Second Year Students at VIII.1 Class of SMP PGRI II Ciputat) concluded that Role-Play activity can improve students' speaking ability showed by the score they get.

One of the techniques that can be used by the teachers is Think-Pair-Share technique. It is one of technique that can promote and support higher level thinking. This technique will divide the students in pair discussion which consists of two members. In this case, each pair will think and sharing their knowledge and information that they have from their pair to another.

The objectives of the research were to find out whether or not Think-Pair-Share technique is effective in improving students' speaking ability of Eighth grade students of SMPN 4 Panca Rijang. To find out wheter or not

Eighth grade students of SMPN 4 Panca Rijang are interested in learning speaking English through Think-Pair-Share technique.

2. Method

2.1. Research Design

Research design was really needed by the researcher in order to know the way to analyze the data of the research. The research design in this study was a quasi-experimental design. It used one group experimental and one group control. The experimental group was treated by using Think-Pair-Share technique and the control group was treated by conventional way. In this case, the researcher analyzed students' speaking ability before and after giving treatment by using Think-Pair-Share technique. The research design in this study as shown in figure below:

3. Population and Sample

3.1. Participant

The populations of this research were three classes of Eighth grade students of SMPN 4 Panca Rijang in the academic year 2014/2015 and students were still actively learning English as one of compulsory subject. The sample were taken by cluster sampling technique. The sampling technique was conducted twice. First, all of the classes of Eighth grade students of SMP Negeri 4 Panca Rijang were random to get the sample for experimental group, second for control group. As the result, class VIII.1 consisted 23 students as the experimental group and class VIII.3 consisted of 23 students as the control group, so the total sample of the research were 46 students.

3.2. Instrument of the Research

Instrument is a way to get the data. Research instrument used two kinds of instruments to collect the data and it has important role in research. Those instruments were follows:

3.2.1. Speaking Test

This test was administered for both group, experimental group and control group, namely pre-test and post-test. The pre-test was given before treatment to evaluate the prior ability of students in speaking. Post-test was given to the students after the treatment was given (applying Think-Pair-Share Technique and without applying Think-Pair-Share Technique) to measure their achievement in speaking and the effectiveness of the program. The students were asked to describe thing, person, or place orally. The researcher allocated 2 x 40 minutes for the speaking test. The test covered three aspects in speaking namely accuracy, fluency and comprehensibility.

3.2.2. Questionnaire

Questionnaire was used to obtain information about students' interest toward the application of Think-Pair-Share technique speaking. The questionnaire consisted of 20 items (10 items for positive statements and 10 items for negative statements). The researcher gave optionals were: a. Strongly agree, b. Agree, c. Undecided, d. Disagree and e. Strongly disagree. The questionnaire was distributed to the students of experimental group after the post-test was given.

3.3. Procedure of Collecting Data

The procedure of collecting data in this research involved the following:

3.3.1. Speaking Test

Pre-test was given in conducting treatment at the first meeting by the following procedure: 1) The researcher introduced herself first and explains what the students were going to do and distributed the speaking test for the two classes which take randomly, to know the students' ability in speaking before treatment, 2) The researcher gave score to the students' result test. After giving the treatment (for experimental and control group), the students were given speaking test for both group, experimental and control group. The test was same with the pre-test but the topics were different. Then the researcher gave score to the students' result test.

3.3.2. Questionnaire

The researcher distributed the questionnaire to the students in experimental group after post-test was given to know the students' interest toward the application of Think-Pair-Share Technique in speaking.

3.4. Techniques of Data Analysis

In this research, the data were collected after giving instrument of collecting data to the respondents (students). The data analysis was quantitative analysis. To get the score, the researcher used scoring scale which included of accuracy, fluency and comprehensibility. The data was analyzed by employing the following procedures:

3.4.1. Speaking Test

The speaking scoring by using the scoring criteria level is introduced by [Heaton \(1991\)](#) as follows:

Table-3.3. The Scoring Classification for Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only influence by the mother tongue. Two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is slightly influenced by mother tongue. A view minor grammatical and lexical error.
Good	4	Pronunciation is still moderately influence by mother tongue but not serious phonological errors. A few minor grammatical and lexical error.
Average	3	Pronunciation is influence by the mother tongue, only a few phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation is seriously influence by the mother tongue with the mother tongue with errors causing a breakdown in communication. Many grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as many basic grammatical and lexical errors. No evidence of having mastered any of language skills and areas practice in course.

Table-3.4. The Scoring Classification for Fluency

Classification	Score	Criteria
Excellent	6	Speaks without too great an effort with fairly wide range of expression. Search for words occasionally by only one or two unnatural pauses.
Very good	5	Has to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery.
Average	3	Occasionally fragmentary but succeed in conveying the general meaning. Frequently fragmentary and halting delivery. Limited range of expression.
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times limited range of expression.
Very poor	1	Full of long unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort, very limited range of expression.

Table-3.5. The Scoring Classification for Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions on clarifications.
Very good	5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
Good	4	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
Average	3	The listener can understand a lot of what is said, but he must of the speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is listening to the speaker.
Very poor	1	Even when the listener makes great effort or interrupts, the speaker is unable to clarify anything to say.

a) Scoring the Result of the Students' Speaking Test

Converting the students' score into the following formula:

$$\text{Students' Final Score} = \frac{X}{N} \times 100$$

Where: X : Score of the students
N : Score Maximum
100 : Standard Score

b) Classifying the Score of the Students

The classifying of students' score is shown on the table below.

Table-3.6. The Scoring Classification of the Students' Speaking Abilities

Score	Classification
87 – 100	Excellent
73 – 86	Very good
59 – 72	Good
45 – 58	Average
30 – 44	Poor
< 30	Very poor

(Depdiknas, 2006)

c) Calculating the mean score, standard deviation, frequency table, and the value of t-test in identifying the difference between pre-test and post-test by using inferential analysis in SPSS 21.0 program for windows evaluation version.

d) Criteria of Testing Hypothesis

To test the hypothesis, the researcher obtained t-test at level of significance $\alpha = 0.05$ or non-independent sample. The degrees of freedom (df) in $(N_1 + N_2 - 2)$. So, $(23 + 23 - 2 = 44)$. For $\alpha = 0.05$ and $df = (44)$ the t-table was (2,021).

The criteria of testing hypothesis were: If $t\text{-table} < t\text{-test}$, H_0 was rejected, H_1 was accepted. It means that there was a significant difference between achievement of the students who applied Think-Pair-Share technique and whom did not apply Think-Pair-Share technique (conventional way) in speaking. If $t\text{-table} > t\text{-test}$, H_0 was accepted, H_1 was rejected. It means that there was no significant differences between achievement of the students who applied Think-Pair-Share technique and whom did not apply Think-Pair-Share technique (conventional way) in speaking.

3.4.2. Questionnaire

The obtained data of the students' interest from the questionnaire was analyzed by using following procedures:

a) Scoring the Students' Responses by Using Likert Scale

Table-3.7. Likert Scale of Questionnaire

Positive Statement		Negative Statement	
Category	Score	Category	Score
Strongly Agree	5	Strongly Agree	1
Agree	4	Agree	2
Undecided	3	Undecided	3
Disagree	2	Disagree	4
Strongly Disagree	1	Strongly Disagree	5

(Sugiyono, 2008)

b) Categorizing the Students' Interest

Table-3.8. The Interval Score of Interest Classification

Interval Score	Category
85 – 100	Strongly Interested
69 – 84	Interested
52 – 68	Moderate
36 – 51	Uninterested
20 – 35	Strongly Uninterested

(Sugiyono, 2008)

c) Calculating the mean score, standard deviation, and frequency table to know the students' interest by using descriptive statistic analysis in SPSS 21.0 program for window evaluation version.

4. Findings and Discussion

4.1. Findings

4.1.1. Students' Speaking Score

a) Students' Score of Pre-Test

Table 4.1. The Rate Percentage and Frequency of Students' Scores of Pre-test in Experimental and Control Group

Classification	Score	Experimental Group		Control Group	
		F	%	F	%
Excellent	87 – 100	0	0	0	0
Very Good	73 – 86	0	0	0	0
Good	59 – 72	2	8.7	1	4.3
Average	45 – 58	6	26.1	2	8.7
Poor	30 – 44	11	47.8	12	52.2
Very Poor	<30	4	17.4	8	34.8
	Total	23	100.0	23	100.0

b) Students' Score of Post Test

Table 4.2. The Rate Percentage and Frequency of Students' Scores of Post-test in Experimental and Control Group

Classification	Score	Experimental Group		Control Group	
		F	%	F	%
Excellent	87 – 100	1	4.3	1	4.3
Very Good	73 – 86	6	26.1	5	21.7
Good	59 – 72	15	65.2	5	21.7
Average	45 – 58	1	4.3	6	26.1
Poor	30 – 44	0	0	1	4.3
Very Poor	< 30	0	0	5	21.7
	Total	23	100.0	23	100.0

c) Mean Score and Standard Deviation in Pre-Test

Table 4.3. The Mean Score and Standard Deviation of Students' Pre-Test Score

Group	Sample	Mean Score	Standard Deviation
Experimental	23	41.52	11.80
Control	23	35.09	12.53

d) Mean Score and Standard Deviation in Post-Test

Table 4.4. The Mean Score and Standard Deviation of Students' Post-Test Score

Group	Sample	Mean Score	Standard Deviation
Experimental	23	68.57	10.47
Control	23	56.35	24.41

e) Test of Significant (t_{test} value)

Table 4.5. The t_{test} value of students' speaking ability of experimental and control group

Variable	t_{test} Value	t-table Value
Pre-test	1.792	2.021
Post-test	2.206	2.021

4.1.2. Students' Interest

a) Students' Score of Questionnaire

Table 4.6. The Rate Percentage and Frequency of Students' Scores of Questionnaire in Experimental Group

Category	Interval Score	Experimental Group	
		F	%
Strongly Interested	85 – 100	8	34.8
Interested	69 – 84	14	60.9
Moderate	52 – 68	1	4.3
Uninterested	36 – 51	0	0
Strongly Uninterested	20 – 35	0	0
	Total	23	100

b) Mean Score and Standard Deviation in Questionnaire

Table 4.7. The Mean Score and Standard Deviation of Students' Questionnaire Score

Group	Sample	Mean Score	Standard Deviation
Experimental	23	83.22	8.84

4.2. Discussion

The researcher found that the existence of Think-Pair-Share technique in teaching speaking made easy the students in speaking English. They shared ideas or information to other easily. Pair in Think-Pair-Share technique in teaching speaking helped the students to describe the topic because in this technique, the students was given opportunity to collect their knowledge and give opportunity to discuss answer in pair and share their answer with the whole class. This finding was supported the theory that proposed by [Spencer and Miquel \(2005\)](#) stated that the simplest cooperative learning structure/strategy is "Think-Pair-Share." He called this cooperative learning strategy "Think-Pair-Share," you may now it as "Turn to your neighbor". "Think-Pair-Share" requires each student to think about respond to a question, discuss answer in pairs, then share their own or a partner's answer with the whole class or another group.

And after giving the treatment, the researcher stated that the students in experimental group which were given treatment by using Think-Pair-Share technique were effective in speaking than the students in control group by conventional way. It was proved by t_{-test} of post-test in experimental and control group (2.206) was higher than t_{-table} (2.021), for $\alpha = 0.05$ and $df = (44)$. So, the researcher stated that H_1 was accepted and H_0 was rejected. It means that there was a significant difference between achievement of the students who applied Think-Pair-Share technique and who do not applied Think-Pair-Share technique in speaking. And supposed by the mean score of post-test in experimental group (68.57) was better than mean score of post-test in control group (56.35). So, the researcher concluded that Think-Pair-Share technique was effective in improving students' speaking ability of Eighth grade students of SMPN 4 Panca Rijang Academic Year 2014/2015.

This finding is similar to [Risnawati \(2013\)](#), she found that t-calculated was higher than t-table, where t-calculated = 2,25 dan t-table (0,975:42) = 2,00, thus H_0 hypothesis was rejected and H_1 hypothesis was accepted. Risnawati concluded that there was significant improvement of Think-Pair-Share technique applied toward students' speaking ability of descriptive text at the Eighth grade of SMP N 5 Kubung at 2013/2014 academic year.

The students at the experimental class really looked exited with the effectiveness of Think-Pair-Share technique as technique in learning speaking. They followed the teaching and learning process enthusiastically and actively. And based on the questionnaire, researcher found that the students were interested to use Think-Pair-Share technique in learning speaking. It was proved by the mean score of questionnaire in experimental group was 83.47 and it were classified in interested category. So, H_0 was rejected and H_1 was accepted, where the students of Eighth grade of SMPN 4 Panca Rijang were interested in learning speaking English through Think-Pair-Share technique.

As conclusion, Think-Pair-Share technique was suggested to use at school especially English teacher to improve students' speaking ability. Besides, this technique could be used to invite students' participation and interaction in teaching and learning process.

5. Conclusions and Suggestions

5.1. Conclusions

Appropriate to the findings and discussion previous, the researcher concluded that:

- 1) Think-Pair-Share technique was effective in improving students' speaking ability of Eighth grade students of SMPN 4 Panca Rijang Academic Year 2014/2015. It was proved by Test of Significant (t_{-test}) of post-test in experimental and control group (2.206) was higher than t_{-table} (2.021), for $\alpha = 0.05$ and $df = (44)$. It meant that, $t_{-table} < t_{-test}$, so H_0 was rejected and H_1 was accepted, where there was a significant difference between achievement of the students who applied Think-Pair-Share technique and whom did not applied Think-Pair-Share technique in speaking. And supposed by the mean score of post-test in experimental group (68.57) was better than mean score of post-test in control group (56.35).

- 2) The Eighth grade students of SMPN 4 Panca Rijang were interested in learning speaking English through Think-Pair-Share technique. It was proved by there were 22 students (95.7%) were interested in speaking English through Think-Pair-Share technique and the mean score of questionnaire in experimental group was 83.22 and it was classified in interested category, so H_0 was rejected and H_1 was accepted.

5.2. Suggestion

On the basic of result, some suggestions were presented in an effort to improve the students' speaking ability:

- 1) The English teachers are suggested to use this technique in order teaching material subject, especially in teaching speaking descriptive text.
- 2) The students are suggested to use think pair share technique as guidance to increase their ability in speaking and motive them in learning English better.
- 3) The next researchers are suggested to continue this research in the future, and it is suggested to other researcher to carry out to further studies about the use of Think-Pair-Share technique to another teaching and another technique in increasing students speaking ability.
- 4) The teachers should give more chance to the students to be more active and let them to do some practices in speaking. Because with the some practices, students can be brave to speak and share the ideas.

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Appendixes

Analyzing Frequency of Individual Speaking Pre-test Score through SPSS

Statistics			
		Experimental Group	Control Group
N	Valid	23	23
	Missing	0	0
Mean		41.5217	35.0870
Std. Error of Mean		2.46146	2.61337
Median		39.0000	39.0000
Mode		33.00	39.00
Std. Deviation		11.80474	12.53328
Variance		139.352	157.083
Range		45.00	44.00
Minimum		22.00	17.00
Maximum		67.00	61.00
Sum		955.00	807.00

Frequency Table of Individual Speaking Pre-test Score

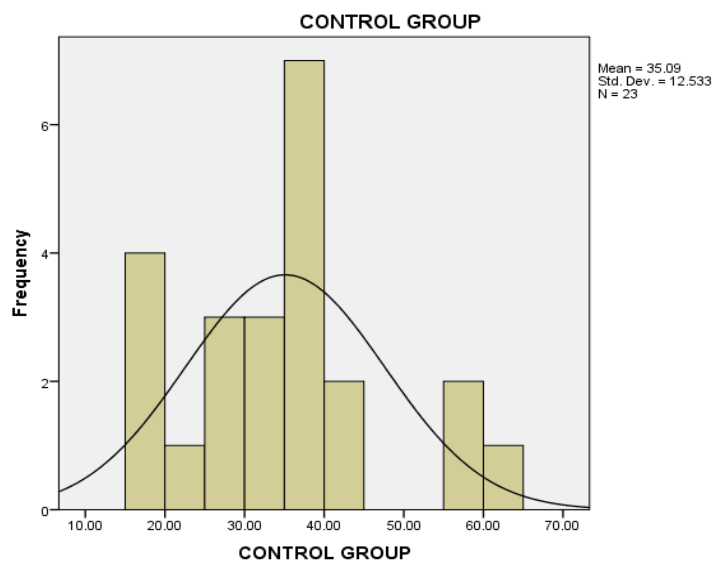
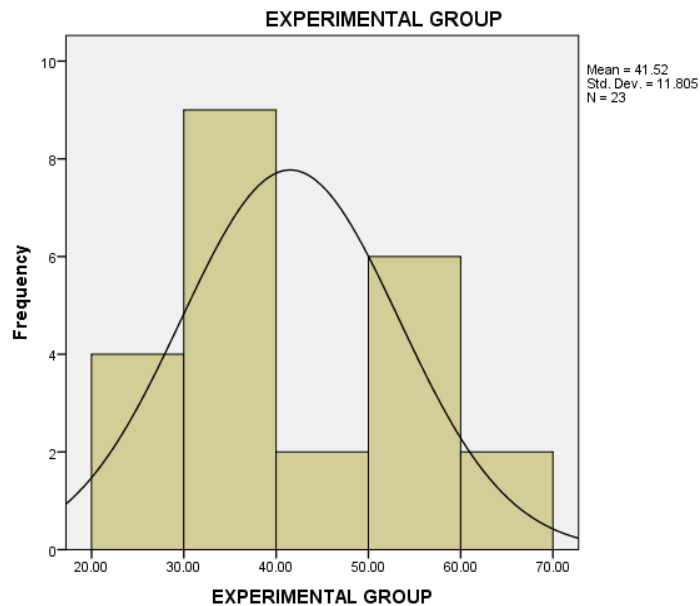
Experimental Group					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	22.00	1	4.3	4.3	4.3
	28.00	3	13.0	13.0	17.4
	33.00	5	21.7	21.7	39.1
	39.00	4	17.4	17.4	56.5
	44.00	2	8.7	8.7	65.2

	50.00	4	17.4	17.4	82.6
	56.00	2	8.7	8.7	91.3
	61.00	1	4.3	4.3	95.7
	67.00	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17.00	4	17.4	17.4	17.4
	22.00	1	4.3	4.3	21.7
	28.00	3	13.0	13.0	34.8
	33.00	3	13.0	13.0	47.8
	39.00	7	30.4	30.4	78.3
	44.00	2	8.7	8.7	87.0
	56.00	2	8.7	8.7	95.7
	61.00	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

Histogram



The T-test of Students' Pre-test of Experimental and Control Group

Group Statistics

	Experimental & Control Group	N	Mean	Std. Deviation	Std. Error Mean
PRE-TEST	1.00	23	41.5217	11.80474	2.46146
	2.00	23	35.0870	12.53328	2.61337

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PRE-TEST	Equal variances assumed	.000	.994	1.792	44	.080	6.43478	3.59005	-.80049	13.67006
	Equal variances not assumed			1.792	43.843	.080	6.43478	3.59005	-.80122	13.67079

Analyzing Frequency of Individual Speaking Post-test Score through SPSS

Statistics

		Experimental Group	Control Group
N	Valid	23	23
	Missing	23	23
Mean		68.5652	56.3478
Std. Error of Mean		2.18314	5.09033
Median		72.0000	56.0000
Mode		61.00	17.00
Std. Deviation		10.46998	24.41238
Variance		109.621	595.964
Range		50.00	77.00
Minimum		39.00	17.00
Maximum		89.00	94.00
Sum		1577.00	1296.00

Frequency Table of Individual Speaking Post-test Score

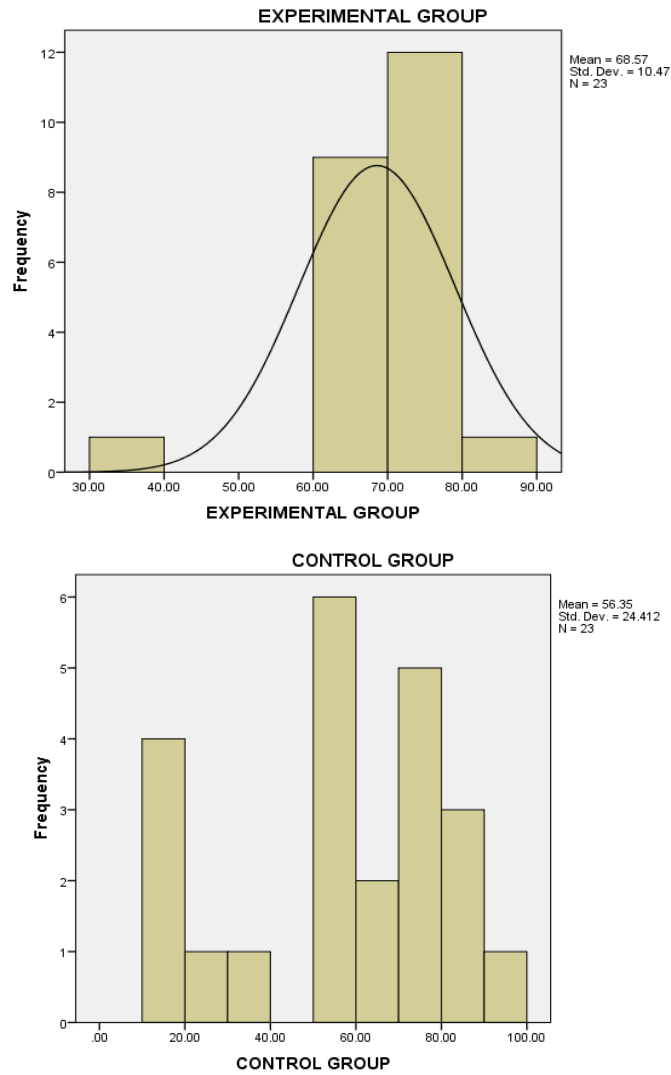
Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	39.00	1	4.3	4.3	4.3
	61.00	9	39.1	39.1	43.5
	72.00	6	26.1	26.1	69.6
	78.00	6	26.1	26.1	95.7
	89.00	1	4.3	4.3	100.0
Total		23	100.0	100.0	

Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17.00	4	17.4	17.4	17.4
	28.00	1	4.3	4.3	21.7
	33.00	1	4.3	4.3	26.1
	50.00	3	13.0	13.0	39.1
	56.00	3	13.0	13.0	52.2
	67.00	2	8.7	8.7	60.9
	78.00	3	13.0	13.0	73.9
	78.00	2	8.7	8.7	82.6
	83.00	3	13.0	13.0	95.7
	94.00	1	4.3	4.3	100.0
Total		23	100.0	100.0	

Histogram



The T-test of Students' Pre-test of Experimental and Control Group

Group Statistics

	Experimental And Control Group	N	Mean	Std. Deviation	Std. Error Mean
POST-TEST	1.00	23	68.5652	10.46998	2.18314
	2.00	23	56.3478	24.41238	5.09033

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
				F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
		Lower	Upper							
POST-TEST	Equal variances assumed	13.991	.001	2.206	44	.033	12.21739	5.53874	1.05480	23.37998
	Equal variances not assumed			2.206	29.828	.035	12.21739	5.53874	.90305	23.53173

Frequency Table of Students' Speaking Questionnaire Score in Experimental Group

Statistics		
Questionnaire		
N	Valid	23
	Missing	0
Mean		83.2174
Std. Error of Mean		1.84365
Median		82.0000
Mode		80.00
Std. Deviation		8.84182
Variance		78.178
Range		48.00
Minimum		52.00
Maximum		100.00
Sum		1914.00

Questionnaire					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52.00	1	4.3	4.3	4.3
	77.00	1	4.3	4.3	8.7
	79.00	1	4.3	4.3	13.0
	80.00	5	21.7	21.7	34.8
	82.00	4	17.4	17.4	52.2
	83.00	1	4.3	4.3	56.5
	84.00	2	8.7	8.7	65.2
	86.00	1	4.3	4.3	69.6
	87.00	1	4.3	4.3	73.9
	88.00	2	8.7	8.7	82.6
	90.00	1	4.3	4.3	87.0
	93.00	1	4.3	4.3	91.3
	95.00	1	4.3	4.3	95.7
	100.00	1	4.3	4.3	100.0
Total		23	100.0	100.0	