

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents of the findings of the study and the discussion of the study. This chapter also to answering the research problem of this research based on chapter one about The use of Think-Pair-Square-Share (TPSS) strategy in teaching speaking recount text of Se7en Course student.

4.1 Findings

The finding is described about the process of teaching speaking using Think-Pair-Square-Share (TPSS) strategy in teaching speaking recount text. In this part discussed about the teacher implementation of Think-Pair-Square-Share (TPSS) startegy in teaching speaking Recount text and the students response to the implementation in speaking recount text using TPSS strategy.

4.1.1 The implementation of Think-Pair-Square-Share (TPSS) startegy in teaching speaking Recount text.

In this part discussed about the implementation of Think-Pair-Square-Share (TPSS) strategy in teaching speaking Recount text had been done in two meetings. The first meeting was conducted on 22th April 2020 and the second meeting was conducted on 23th April 2020.

4.1.1.1 First Meeting

The teacher started the teaching learning process at 3.00 p.m and opened the activity with greeting to all the students. The teacher checked the attendance list one by one and started teaching the material. In this part, directly observed all

the teacher activity. The first meeting, the teacher only focused to explain about Recount text and give example about the text to make the students understand about Recount text.

RECOUNT TEXT

Speaking or writing about past events.

4.1 Definition of Recount text.

The Generic Structure (Kerangka Karangan)

- *Orientation*
The first paragraph that gives background information about who, what, where and when.
- *Series of Events*
The 2nd (third-...) paragraph that retells the events in the order in which they happened.
- *Re-orientation*
A concluding paragraph (Impression, suggestion, feeling)

Picture 4.2 The generic structure of Recount text.

Language Features (Bentuk Bahasa)

- Use past tense to retell the events.
- Use words that shows the order of events. Such as: first, next, then,
- Use descriptive words to give details about who, what, when, where and how.

Picture 4.3 Language Features

Orientation → One day, I had to teach a new English class. I read the list of new students' name. It was Kiddies' group since they were about 9 and 10 years old.

Series of Events → That was the first day of the Spanish carnival, so I wanted to wear the most appropriate suit for the children's class. Most kids usually dress up at carnival, I thought. It would be more interesting if their teacher was also in carnival spirit. That was why I decided to wear my teddy bear suit and bring cuddly toys in my box. And that was what I did. I walked through the door happily. The director watched me completely astonished. I smile and looked straight at her. With a man beside her, he said, "Good Afternoon. I'd like to introduce you to Mr. Mendez, the director of Delta Company. He is one of the participants of the English course that you will teach today."

Reorientation → Oh my god! I nearly died! The secretary apologized to me for the wrong details of my new class.

Picture 4.4 Example of Recount Text

After explained about recount text to the students the teacher give explain about Think-Pair-Square-Share (TPSS) Strategy, give stimulus about the material and instructed all students to make five groups for the next meeting. Think : this

step, students think silently about the questions asked by the teacher. Pair : this step, the student paired during the second step. Square : this step, the students exchange ideas in squared. Share : this step the students share their responses with other square or groups. In the first meeting the teacher explain that for the next meeting, the students must tell or recount their way from home to the SEVEN Course and the students must make a screen capture their google maps.

4.1.1.2 Second Meeting

The second meeting was conducted on 23th April 2020, the teacher started implementing the use of Think-Pair-Square-Share (TPSS) strategy in teaching speaking recount text. Before the teacher implementing the strategy, teacher asked the students about the previous meeting. After that, the teacher asked to the students to discuss with their partner about the material. Each groups consists two students and that was made in the first meeting. In this meeting the teacher gives the students three steps to make the strategy running smoothly.

Teacher: Students, today we will learn about Recount text with Think-Pair-Square-Share Strategy. The picture of google maps starts from your house to SEVEN Course that was taken before, you must make a paragraph about the way and what things that were you seen before.

Students: Yes mam.

Picture 4.5 Dialogue of Teacher and Students

The first step is the students think silently about the questions asked by the teacher. The students think about the way from their house to the SEVEN Course,

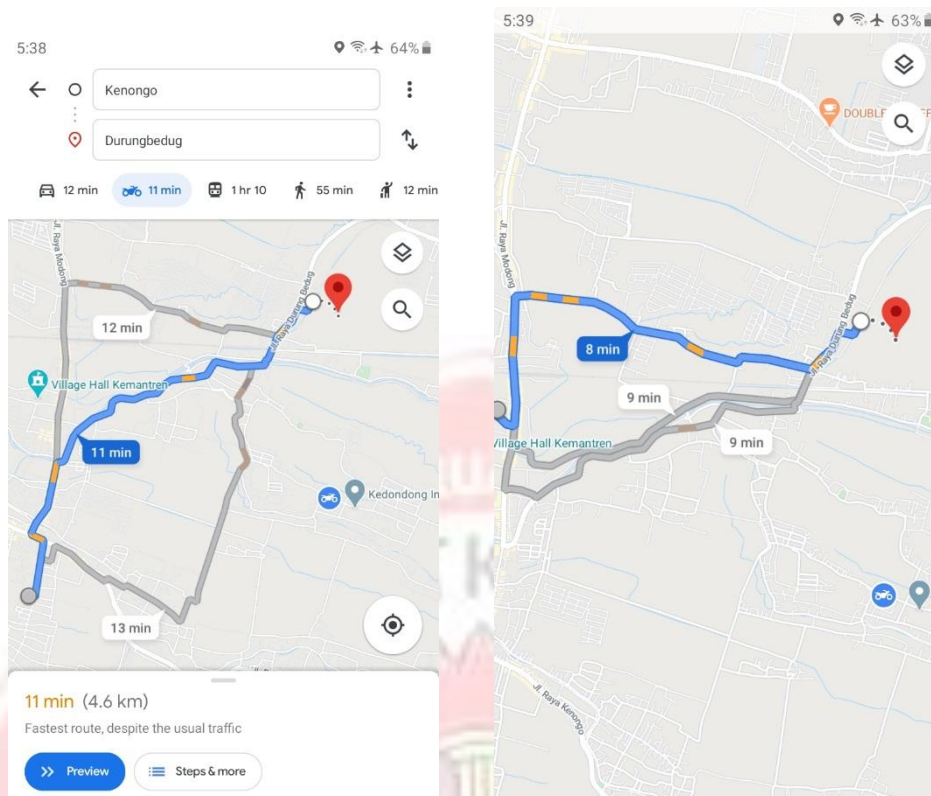
they remembering what they were seen and tell the story using recount text. The students paired during the second step, in this one of the students must pair their stories with their friends in a group. The third step is the students exchange ideas or story in squared, one group share their story to the other groups and this is continuous to all of the groups. In the last step, the students share their responses with other square or groups, this step the students share their story with their group but all the students must tell about their story to all of the groups, so all of the students know the story of each other.



4.6 The Students Share their story in Square



The teacher gave the feedback and revised it at the end of the meeting. The students were good and following the step easily. The students always pay attention from the beginning until the end of the meeting. They are so enthusiastic to tell their story to their friends. The overall activity in last meeting run as very well. The students always pay attention to their friends and give positive responses with the implementation the use of Think-Pair-Square-Share (TPSS) strategy in teaching speaking recount text. Teaching learning process using Think-Pair-Square-Share (TPSS) strategy made all of the students active, more enjoy with the material, and confidence. During teaching and learning process using Think-Pair-Square-Share (TPSS) strategy, the student can speak english easily and better to understanding all of the material.



4.7 Picture of Google maps

4.1.2 The Student Response

The teacher gave the questionnaire for the students in the last meeting after the teacher implementing the use of Think-Pair-Square-Share (TPSS) strategy in teaching speaking Recount text. The question in the form can be answer of Yes and No. The questionnaire used in order to know the students response after the teacher implementing the use of Think-Pair-Square-Share (TPSS) strategy in teaching speaking Recount text and to the result of the students response.

After gave the questionnaire would be analyze all of the question one by one to make conclusion. The formula is :

$$P = \frac{F}{N} \times 100\%$$

(Arikunto, 2010, p. 81)

P : Percentage of the score of each students

F: The number of students who answer the option

N : The number of individu

4.1.3 The Result of the Students Response

In this part, the questionnaire gave to all the students in order to know the result of the students student's response in the use of Think-Pair-Square-Share (TPSS) strategy in teaching speaking Recount text. The questionnaires were distributed to 10 students in the last meeting. The question in the form can be answer of Yes and No. From collecting data through questionnaires, would be count of the students' response toward the learning process. The total of the questionnaire can be shown as follows:

Table 4.1 The Table of Questionnaire Answer

No	Question	Student's Response		Percentage of "yes" answer	Percentage of "No" answer
		Ya	Tidak		
1.	Apakah anda menyukai pelajaran bahasa Inggris?	8	2	80%	20%
2.	Apakah anda senang terhadap pelajaran berbicara/ <i>speaking</i> dalam bahasa Inggris?	7	3	70%	30%

3.	Apakah berbicara/ <i>speaking</i> merupakan salah satu keterampilan (skill) yang anda anggap sulit?	7	3	70%	30%
4.	Apakah anda memahami materi pelajaran berbicara/ <i>speaking</i> dengan cara pengajaran yang selama ini dilakukan oleh guru anda?	7	3	70%	30%
5.	Dengan bimbingan dan arahan guru, apakah anda merasa termotivasi untuk bertanya tentang hal yang belum anda mengerti?	8	2	80%	20%
6.	Apakah anda merasa kesulitan saat menggali informasi dari sebuah recount teks?	8	2	80%	20%
7.	Apakah anda menyukai pembelajaran berbicara/ <i>speaking</i> dengan strategy TPSS oleh peneliti?	8	2	80%	20%
8.	Apakah belajar berbicara/ <i>speaking</i> dengan menggunakan strategy TPSS membantu anda dalam meningkatkan skill berbicara bahasa inggris?	8	2	80%	20%
9.	Dengan menggunakan strategy TPSS, apakah anda merasa termotivasi untuk terus meningkatkan kemampuan berbicara anda?	9	1	90%	10%

10	Menurut anda apakah cara guru mengajar pada pelajaran berbicara/ <i>speaking</i> dalam bahasa Inggris dengan menggunakan metode pembelajaran strategy TPSS menyenangkan?	9	1	90%	10%
11	Total Value	79	21		
12	Average Value			79%	21%

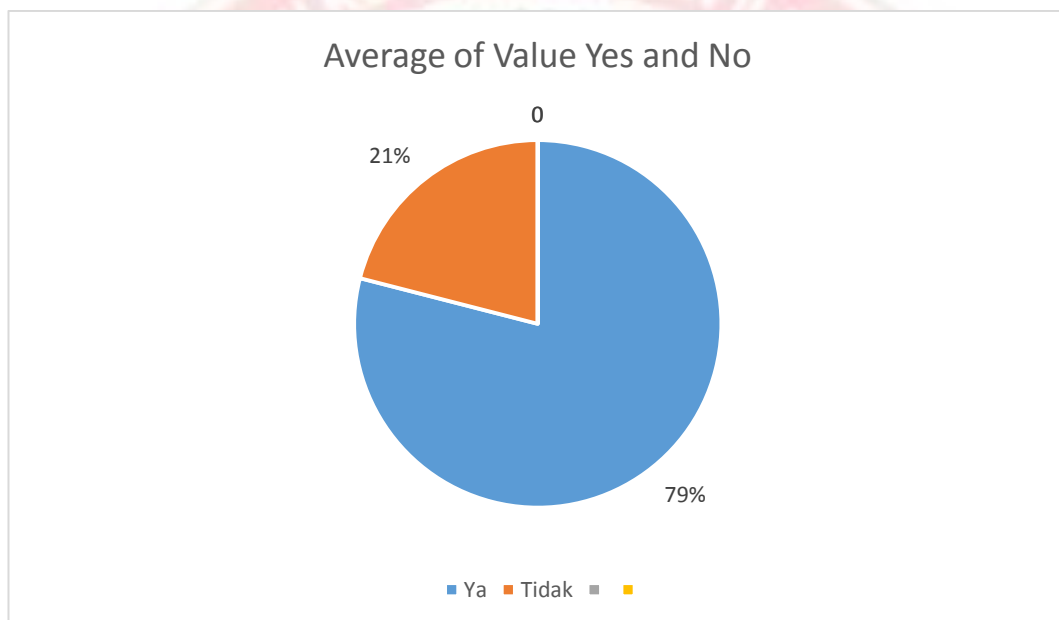


Diagram 4.1 Average of Value Yes and No

From the above, can concluded that total of the students response from all the question is 79% said Yes and 21% said No.

4.2 Discussion

In this chapter the data of the study would explained after the data displayed to make a finding of the research.

4.2.1 Process of Teaching Speaking use of Think-Pair-Square-Share (TPSS)

Strategy

The teaching learning process was done on two meetings in the Se7en Course. The observation checklist, instrument and questionaaire were used in this study. Recount text was used as the material in this study.

The implementation of the use of Think-Pair-Square-Share (TPSS) strategy in teaching speaking Recount text, the teacher started with decided the material and explained about the text. After that, the teacher made groups for all the students to make easily for implementing of the use of Think-Pair-Square-Share (TPSS) strategy in teaching speaking Recount text. Then, the teacher gives the students three steps to make the sratygy running smoothly. The first step is the students must think silently about the questions was asked by the teacher. The second step is the students must exchange the ideas in squared. In the last step, squares share their responses with another group. The teacher gave the feedback and revied at the end of meeting. This strategy made the students more confident to speak English, think carefully and get more ideas.

4.2.2 Students' Response in Teaching Speaking use of Think-Pair-Square-Share (TPSS) Strategy.

The questionnaire were used in this research in order to know the students response from all the questions. The data showed on the second questions “Apakah anda menyukai pembelajaran berbicara/*speaking* dengan strategy TPSS oleh peneliti?” the students answer 80% Yes and 20% No. It means mostly the

students enjoy speaking English with Think-Pair-Square-Share (TPSS) strategy and for the students who answer No, they need another strategy from the teacher.

The eighth question “Apakah belajar berbicara/*speaking* dengan menggunakan strategy TPSS membantu anda dalam meningkatkan skill berbicara bahasa inggris?” and the students who answer Yes is 80% and 20% No. It can conclude that from this strategy the students made their speaking skill fluently and more comfortable. For the students who answer No, the teacher need advice to the students that English is easy.

The result of this study from the teaching and learning process the students like using Think-Pair-Square-Share (TPSS) strategy in teaching speaking Recount text. They more active and comfortable when speaking English. The students also understand with all of the material. The students motivation were good because of Using of Think-Pair-Square-Share (TPSS) strategy in teaching speaking Recount text.