THE STUDENTS' PERCEPTION OF COOPERATIVE LEARNING WITH THINK-PAIR-SHARE STRATEGY IN TEACHING ENGLISH SPEAKING

(A Descriptive Quantitative Study for the Second Grade Students' in MTs Al-Qur'an Harsallakum in Academic Year 2022)

THESIS
Submitted as a Partial Requirement for the Degree of Sarjana Pendidikan (S.Pd) in English Education Study Program

Arranged By:

USWATUN NUR KHASANAH
SRN. 1811230059

ENGLISH EDUCATION STUDY PROGRAM
DEPARTEMENT OF TADRIS
TARBIYAH AND TADRIS FACULTY
ISLAMIC UNIVERSITY OF FATMAWATI SUKARNO BENGKULU
2023

ADVISORS SHEET

Subject : Uswatun Nur Khasanah
NIM   : 1811230059

To   : The Dean of Tarbiyah and Tadris Faculty
           UIN Fatmawati Sukarno Bengkulu
           In Bengkulu

Assalamu'alaikum Wr. Wb

After reading throughly and giving neccessary advices, here with, as the advisors, we state that the thesis of :

Name : Uswatun Nur Khasanah
NIM   : 1811230059
Title : The Students' Perception of Cooperative Learning with Think-Pair Share Strategy in Teaching English Speaking (A Descriptive Quantitative Study for the Second Grade Students' in MTs Al-Qur'an Harsallakum in Academic Year 2022)

Has already fulfilled the requirements to be presented before The Board of Examiners (munaqasyah) to gain Bachelor Degree in English Education. Thank you for the attention.

Wassalamu'alaikum Wr. Wb

Bengkulu,   2023

First Advisor   Second Advisor

Dr. H. Ali Akbarjono, M. Pd   **Pebri Prandika Putra, M.Hum**
NIP. 197509252001121004   NIP.198902032019031003

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RATIFICATION

This is to certify the thesis entitled : **The Students' Perception of Cooperative Learning with Think-Pair-Share Strategy in Teaching English Speaking** (A Descriptive Quantitative Study for the Second Grade Students' in MTs Al-Qur'an Harsallakum in Academic Year 2022) by **Uswatun Nur Khasanah (1811230059)**, has been approved by the board of Thesis Examiners as the requirement for the degree of *Sarjana Pendidikan* in English Education Program.

Chairman
Risnawati, M.Pd : ....
NIP. 197405231999032002

Secretary
Andriadi, M.A : ....
NIP. 198402212019031001

Examiner I
M. Arif Rahman Hakim, Ph.D : ....
NIP. 199012152015031007

Examiner II
Anita, M.Hum : ....
NIP. 199008142019032011

Bengkulu,   2023
Approved by the Dean of Islamic and Tadris Faculty

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

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MOTTOS

No matter how dark it is right now. No matter how painful it feels, sun will come out again. Light will always win.

(Uswatun Nur Khasanah)

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DEDICATIONS

In the name of Allah Almighty, the Beneficent and the Merciful, the final project is dedicated to:

➢ My beloved parents Mr. Maryono and Mrs. Supi Urip, thank you very much for all the prayers and support for me in every situation, there are no words that can describe how much I love you.

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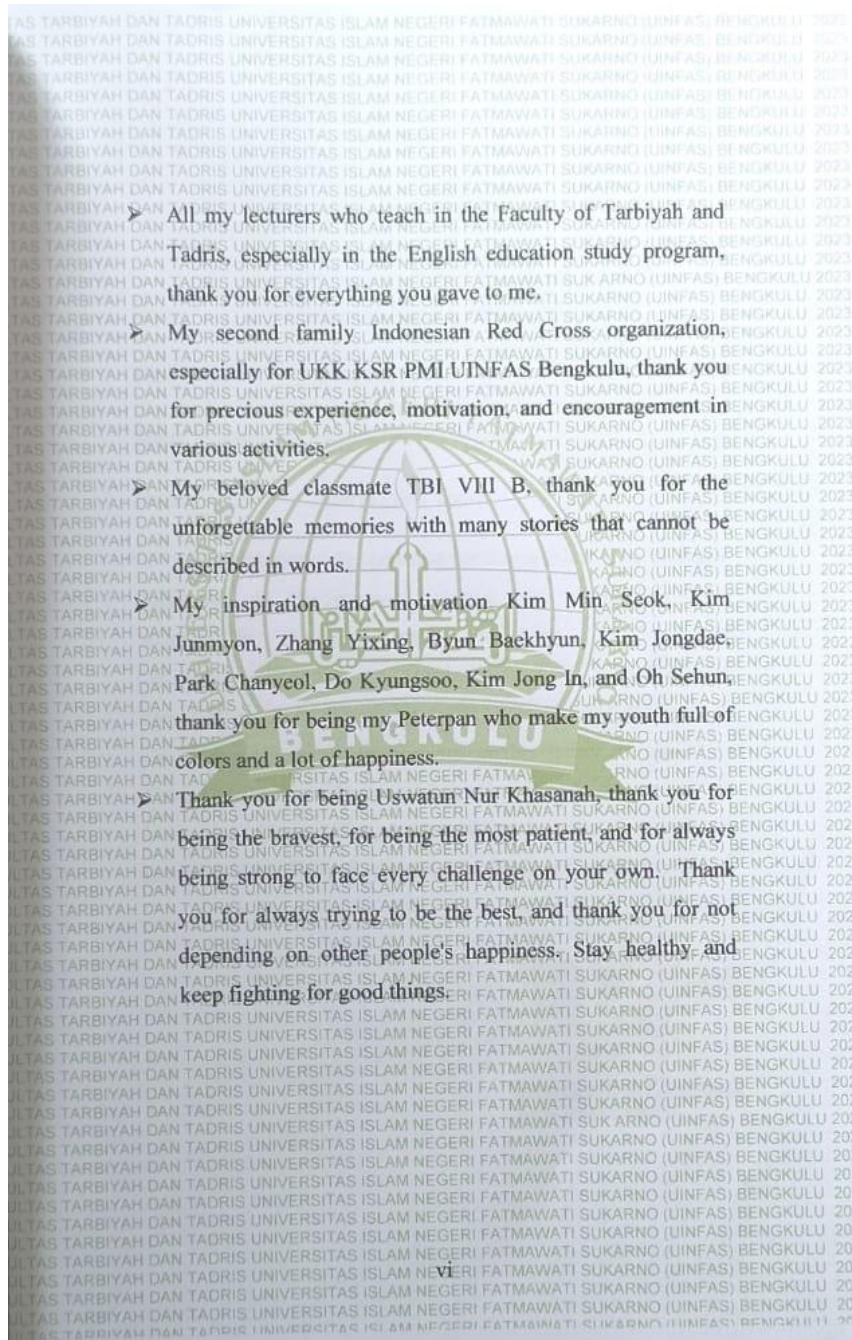
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PRONOUNCEMENT

Name   : Uswatun Nur Khasanah

NIM   : 1811230059

Study Program   : English Study Program

Faculty   : Tarbiyah and Tadris

I hereby sincerely state that the thesis titled "The Students' Perception of Cooperative Learning with Think–Pair–Share Strategy in Teaching English Speaking (A Descriptive Quantitative for the Second Grade Students' in MTs Al-Qur'an Harsallakum in Academic Year 2022)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu,   2023
Stated by

Uswatun Nur Khasanah
SRN.1811230059

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Uswatun Nur Khasanah
SRN. 1811230059

ABSTRACT

Uswatun Nur Khasanah, 2022. The Students' Perception of Cooperative Learning with Think-Pair-Share Strategy in Teaching English Speaking. Thesis. English Education Study program, Department of Tadris, Tarbiyah and Tadris Faculty, Islamic University of Fatmawati Sukarno Bengkulu.

Advisor I : Dr. H. Ali Akbarjono, M.Pd
Advisor II : Pebri Prandika Putra, M.Hum

This study aims to determine students' perceptions of Cooperative Learning with the Think-Pair-Share strategy in teaching English speaking. The method used in this study is a descriptive quantitative study. The sample consisted of second-grade students in MTs Al-Qur'an Harsallkum from classes E and F consisting of 42 students. The census sampling technique was used in this study. The data collection technique used a questionnaire, namely a closed questionnaire that distribute to the respondents. The questionnaire consisted of 20 items: 10 statements for the aspect of the students' perception of the Think-Pair-Share strategy, and 10 statements for the aspect of the use of the Think-Pair-Share strategy in teaching English speaking. Data analysis showed that students' perception of Cooperative Learning with the Think-Pair-Share strategy in teaching English speaking was very positive (4.76%), positive (57.14%), Neutral (35.71%), and negative (2.38%), which means that the students are welcome and highly motivated to the strategy of Think-Pair-Share strategy in teaching English speaking.

Keywords: Cooperative Learning, Think Pair-Share Strategy, Teaching English Speaking

ABSTRAK

Uswatun Nur Khasanah, 2022. The Students' Perception of Cooperative Learning with Think-Pair-Share Strategy in Teaching English Speaking. Thesis. Program Studi Pendidikan Bahasa Inggris, Jurusan Tadris, Fakultas Tarbiyah dan Tadris, Universitas Islam Negeri Fatmawati Sukarno Bengkulu.

Pembimbing I : Dr. H. Ali Akbarjono, M.Pd
Pembimbing II : Pebri Prandika Putra, M.Hum

Penelitian ini bertujuan untuk mengetahui persepsi siswa tentang Pembelajaran Kooperatif dengan strategi Think-Pair-Share dalam pengajaran berbicara bahasa Inggris. Metode yang digunakan dalam penelitian ini adalah penelitian deskriptif kuantitatif. Sampel terdiri dari siswa kelas II MTs Al-Qur'an Harsallkum dari kelas E dan F yang berjumlah 42 siswa. Teknik sampling sensus digunakan dalam penelitian ini. Teknik pengumpulan data menggunakan kuesioner, yaitu kuesioner tertutup yang disebarkan kepada responden. Kuesioner terdiri dari 20 item: 10 pernyataan untuk aspek persepsi siswa tentang strategi Think-Pair-Share, dan 10 pernyataan untuk aspek penggunaan strategi Think-Pair-Share dalam pengajaran berbicara bahasa Inggris. Analisis data menunjukkan bahwa persepsi siswa tentang Pembelajaran Kooperatif dengan strategi Think-Pair-Share dalam pengajaran berbicara bahasa Inggris adalah sangat positif (4,76%), positif (57,14%), Netral (35,71%), dan negatif (2,38%), yang mana berarti bahwa siswa menyambut dan sangat termotivasi dengan strategi strategi Think-Pair-Share dalam pengajaran berbicara bahasa Inggris.

Keywords: Cooperative Learning, Think-Pair-Share Strategy, Teaching English Speaking
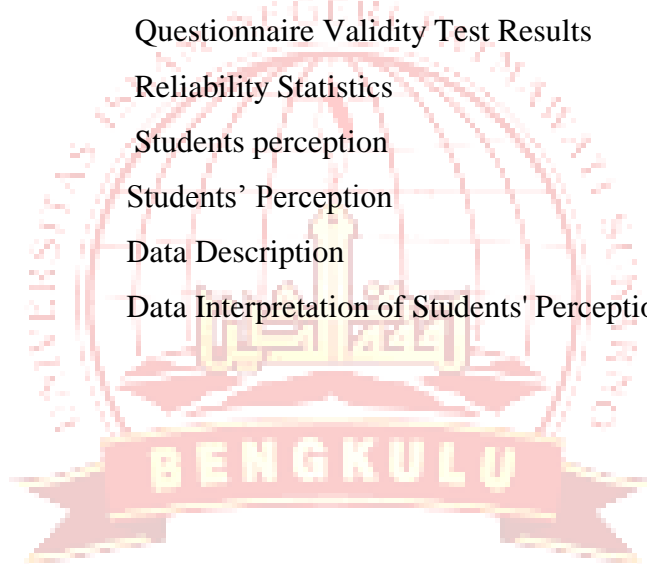
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CHAPTER 1

BACKGROUND

A. Background

Mastering a foreign language is an important aspect of human social life because as a tool to interact with and as a tool in communication. It is written the Holy Qur'an in Al-Hujurat verse 13 commands us to learn the language (AM, 2015). Studying a foreign language has been welcomed by the Prophet to know the language of another country so that he understands the meaning of the nation. In the hadith by HH. At-Tirmidhi, Rasulullah was also ordered to learn a foreign language for his da'wah process (Hakim, 2017). Islam encourages its people to learn a foreign language. In Indonesia English has been chosen as the foreign language. It has been used as a teaching language in the education field and can be considered an integral part of the educational system in Indonesia.

Teaching English speaking has become an essential part that should be a concern in the learning of a language. It

cannot be separated as one of the factors that can give motivation to students. Learning strategies are involved in the ability to speak. Speaking is among the essential English skills that students should master when learning English.

Speaking has become one of the important skills in learning English that has to be mastered by the students because a good speaker is defined as someone who can speak clearly enough for the listener to understand what the speaker is saying. The students' second language or foreign learners' mastery of English speaking skills is a formal priority. In the syllabus of curriculum 2013 (K13) students in the second grade of Junior High School are required to be able to express the meaning of short functional texts and monologues in a variety of text types such as descriptive, narrative, and recounts, both formally or informally. The students must be taught how to speak well in the speaking class. However, teaching speaking a foreign language is a difficult task. In fact, the students have a lot of difficulties with English.

Teachers and students in Indonesia face a variety of problems and challenges in learning and teaching language. The problems come from the students and also the English teachers (Mumary, 2017 cited in Boy Jon et al., 2021). Despite they have studied English for years, many students still find it difficult to communicate in the target language, especially when it comes to speaking, which frequently requires them to transfer their thoughts orally, and other skills (Abrar et al., 2018 cited in Boy Jon et al., 2021). As a result of the difficulties, limited learning resources, and limited time and opportunities for practice, many students are rarely motivated to study English. Furthermore, English teachers must develop students' motivation in order to engage them in English teaching and learning. As a result, one of the challenges for teachers is to choose the right strategy and engage students in the teaching-learning process.

English subjects exist and are used in junior high school, particularly in this junior high school. English classes at MTs Al-Qur'an Harsallakum Bengkulu city has two times meeting

in a week. This is applied for all grade levels, from 7th to 9th. The time spent in one meeting is 1 x 30 minutes, or 30 minutes. According to the researcher's observations, some skills are taught in English at MTs Al-Qur'an Harsallakum Bengkulu city. Beginning with the input of listening and reading, the output is speaking and writing. The researcher is interested in teacher strategy. In terms of speaking, the way and process of learning in MTs Al-Qur'an Harsallakum Bengkulu city are through repetition of vocabulary practice or memorizing the dialogue given by the teacher. The strategy is repeated on a regular basis and is widely used at school.

Many teachers believe that assisting students in developing their speaking abilities is important and beneficial. All language learners should be able to communicate effectively with native speakers of the language. Many students need to be able to communicate effectively in school. Language skills in English learning include writing, reading, listening, and speaking. Speaking and listening are important components of English programs all over the world. Students

can express themselves through speaking. They can verbally share their thoughts, arguments, and mindsets. Teaching speaking becomes more difficult because the teachers have to teach the students to speak fluently.

Based on the observation at MTs Al – Qur'an Harsallakum Bengkulu city on 14 – 15 March 2022, the researcher was allowed to watch and document the learning process by the teacher. The researcher observed the teacher's tactics and did the interview. There are several students who are learning English believe that there will be difficulties when they attempt to communicate in English. Fathimiyah (2021) based on her research most of the students in high school were not active in speaking English. They lacked confidence in speaking English because they were afraid to make mistakes while speaking regarding some factors including of lack vocabulary, missed pronounces, and lack of grammar. Those problems were also found in the students of the second grade of MTs Al-Qur'an Harsallakum, according to the teacher of MTs Al- Qur'an Harsallakum, (Nurlayla, interview 15 March

2022). The first is the students have difficulty expressing their ideas in English. It is because the students will not speak and stop speaking when they do not know the words that they will speak in their mind. The students need much time to think about the grammatical and the right pronunciation. It is indicate that the students lack vocabulary and lack of grammatical rules.

Second, the students have fewer opportunities in speaking English in the classroom. In the classroom, the students are more likely to use their first language rather than using English. The students are hesitant to communicate in English. In this case, the teacher must devise a way for students to practice their English skills, particularly speaking, both in the classroom and in everyday life.

Third, the students have difficulty speaking English fluently. When we will talk about something the first thing we should do is speak. The teacher should choose an appropriate strategy to boost the interest of students in speaking.

Fourth, In fact, not all of the students in the second grade at MTS Al-Qur'an Harsallakum Bengkulu city do not fully participate and do not put the effort in learning process, and are not responsible for the task given for their learning. Some of the pupils who do not comprehend the subject that given will most likely cheat with another students, and the students difficult to express their opinion in front of the class because they lack vocabulary, grammar, and not speak English well.

It means the English teachers at MTs Al-Qur'an Harsallakum Bengkulu city should have a strategy for enhancing every aspect of the way the students speak. As a result of their poor speaking abilities, the students at MTs Al-Qur'an Harsallakum Bengkulu city frequently feel embarrassed to use English. It's crucial to give students confidence when speaking. To increase student motivation to speak up, the teacher must improve the classroom environment.

Using interesting strategies to teach speaking prevents students from becoming bored during the teaching and

learning process. Students can enjoy both teaching and learning. There are several obstacles that teachers face in English classes when teaching speaking because the strategies teachers use to teach make students bored. Students can enjoy the learning process when the situation created by the teacher is enjoyable for them.

The Cooperative Learning model is a model of teaching English speaking, Think–Pair–Share strategy is one type of Cooperative Learning strategy in Arabic called Ta'āwun. Zahra and Fasa (2018) Ta'āwun concept (Think-Pair-Share) in the Qur'an is found in al-Mā`idah verse 2, al-Naḥl verse 125, and al-Tawbah verse 71 which in these verses explain the importance of cooperating in goodness. When Ta'āwun (Think-Pair-Share) is employed in the classroom, it can help students become more independent, creative, and capable of enhancing their abilities and developing social aspects, which in this case include cognitive, affective, and psychomotor aspects. According to Meltzer and Thornton cited in (Bewoor, 2019) the Think-Pair-Share (TPS) strategy divided the

students into small-group collaborative learning in a huge lecture class made the students think more about the course material under consideration and permits students to establish their arguments independently before exchanging with others, assisting them in developing higher-order thinking skills.

Based on the background above, the researcher is interested to find out the influence of using cooperative learning with the Think-Pair–Share strategy in teaching English speaking. Therefore the researcher will conduct the research entitled "The Students' Perception of Cooperative Learning with Think-Pair-Share Strategy in Teaching English Speaking (A Quantitative Study For the Second Grade Students' in MTs Al-Qur'an Harsallakum in Academic Year 2022)".

B. Identification of Problem

Based on the background of the research, the researcher conducted at MTs Al-Qur'an Harsallakum Bengkulu. The problem statements of this research are:

1. Teacher needs more ways to make student are interested in English.

2. The English teaching learning is boring for student.

3. Teaching strategy is less precise affecting student.

4. Daily conversation is not applied effectively.

5. The students have low vocabulary.

6. The students difficult to pronounce English well

7. The students do not understand the grammar rules

8. The students' difficulty speaking English fluency

9. The students difficult to understand the meaning of words in sentences

10. Some of the pupils who do not comprehend the subject that given will most likely cheat with another students

11. Some of the students do not fully participate and do not put the effort into the learning process.

12. The students difficult to express their opinion in front of the class because they lack vocabulary, grammar, and do not speak English well

C. Limitation of Problem

The scope of this research is to identify the students' perception of Cooperative Learning with Think-Pair-Strategy in Speaking English at MTs Al-Qur'an Harsallakum Bengkulu city, especially in English teaching speaking. Thus, the limitation of this research is the students' in second grade from MTs Al-Qur'an Harsallakum students who want to join this research.

D. Research Question

Based on the background of the study, as explained above by the researcher, this study attempted to answer the following questions**:**

1. How are the students' perception of Cooperative Learning with Think-Pair-Strategy in teaching speaking English at the Second Grade of MTs Al-Qur'an Harsallakum Bengkulu City?

E. Objective of the Research

Based on the formulation problems, the objectives of this research as follow:

1. To identify the students' perception of Cooperative Learning with Think-Pair-Share strategy in teaching speaking English at the Second Grade of MTs Al-Qur'an Harsallakum Bengkulu City.

F. Meanings of Key Terms

To avoid misunderstandings, it is necessary to explain certain key terminology utilized in this study:

1. Teaching English Speaking

   Teaching English Speaking is an important basic skill that should be mastered by the students at the Junior High School level, speaking is a process of oral interaction which is to express their ideas, their feelings, their thoughts, and use them for interaction

2. Cooperative Learning

   Cooperative Learning is a model in teaching English learning where the students divide into small groups of students to work together as a team to solve a problem of the task given by the teacher and to achieve common goals

3. Think-Pair-Share strategy

Think-Pair-Strategy is a strategy where the teacher gives the questions and gives a few minutes for students to think about the answer, and then discuss and share their opinions with their friends.

G. Significance of Research

1. Theoretical benefit

    The findings of this research aims to contribute to the development of educational issues. It provides a better information to the students' perception of cooperative learning with Think-Pair-Share strategy and teaching English speaking of the second grade students' at MTs Al-Qur'an Harsallakum Bengkulu city.

2. Practical Benefit

    The researcher hopes that this research can give benefit to the students, teachers, and futher researcher.

    1) The students

        The researcher really hopes, this research is supposed can give some information about the positive and negative perception about cooperative learning with

Think-Pair-Share strategy for the students. The students will has more motivation to learn English speaking, develop their ability in learning English speaking, and more interest and enthusiastic in learning English speaking.

2) The teachers

The researcher really hopes after knowing the result of the research, the teacher will develop their strategy in present the materials in teaching English, and give the students motivation in learning English speaking.

3) Further Researcher

The result of this research to give information as the sourse to further researcher of students' perception of cooperative learning with Think-Pair-Share strategy in teaching English speaking.

CHAPTER II

LITERATURE REVIEW

A. The Theory Description

1. Teaching English Speaking at Islamic Junior High School

a. Teaching English Speaking

In the world of EFL (English as a Foreign Language), the children that categorize as young learners are students the ages 3–12 years old. Based on their age, young learners can be divided into two groups, the younger group (ages 6 to 8) and the older group (9 until 12 years). Elementary school's first, second, and third grades. The upper class, on the other hand, refers to elementary school students in the fourth, fifth, and sixth grades Suyanto cited in (Muthmainnah, Nor, and Banjarmasin, 2019). They study English for one hour a week. There is also an English assistant that helps the teacher and introduces English to them by using games, songs, and also rhymes.

Children between the ages of 6 and 13 are considered as young learners. In some countries, young learners could be as old as 16 or even 18 years old. They spend 4-5 hours per week studying English. They usually follow a coursebook and are evaluated based on their capability.

Young learner teachers play a significant role and have the responsibility to make the learning process active. If the children understand what they are doing, they will learn it. In order to learn a new language, they must grasp the message. Therefore, when teachers make plan classes, they should employ suitable materials for the ages of children that relate to their age. It is important for the teacher of young learners to remember, what children gain today, they could well forget the next day, only to remember it again the following week. The teachers are in control of reusing each class's content.

When planning classes for Young Learners, it is important for teachers to remember, that their students

are learning a foreign language, so they must not expect the children to have the same abilities as native speakers, according to Shin cited in (Muthmainnah et al., 2019), suggests some methods for teaching young students:

1) Young pupils have limited attention spans, one way to catch their attention and encourage them to engage in activities is to use visuals, realia, and movement.

2) Establishing visuals relevant to the content assist the pupils participate in the learning experience by presenting them with the context and also relevant vocabulary items.

3) It is a great idea to keep moving quickly from one activity to the next because young pupils have limitation attention spans.

4) Teach the students' in themes, when you have a plan with a variety of activities, it is suggested for the students to connect with each to support the language learning process.

5) Using stories and contextual factors that students are familiar with stories and contexts that are familiar to students.

b. Teaching English in Islamic Junior High School

English has overtaken all other languages as the primary means of communication. It is spoken by millions of people worldwide. In many fields of activity, English is becoming the dominant language in fields such as industry, military, business, tourism, transportation, sports, international relations, and education.

Education Law No. 22 of 2003 in Indonesia. This goal is consistent with the goal of Islamic education, which is not only to achieve intellectual and material satisfaction or worldly success, but also to form rational and understanding human beings who recognize the almighty Allah as the creator of man and the universe (Ma'zumi and Jakaria, 2012 cite in Purwati et al., 2018). Islamic education aims at developing individuals

who are truthful, reasonable, humane, ethical, compassionate, disciplined, harmonious, and efficient, both personally and socially, by paying attention to the guidelines that religion is taught to humans, with the goal of realizing people who fear Allah SWT and have noble values (Winarno, 2012 cited in Erlangga and Shamsudin, 2021). As a result, it is permissible to use Islamic material in subjects other than religious education, such as English, particularly in Islamic schools.

Teaching English speaking in Junior High School is equally important in the overall language development of children. It is the first output after the first input (listening), long before they can write. Kemendikbud cited in Putri Tamala and Wulandari (2021), states that the 2013 curriculum includes some basic competencies for students in the learning process, such as behavior, knowledge, and skill. Speaking skills are one of the basic competencies that students have to learn. Furthermore,

students are required to be allowed to pronounce English correctly and properly when mastering the speaking skill of learning English. Therefore, the learning objectives can be accomplished properly.

When teaching speaking to young learners, the teachers should choose an appropriate model and strategy in the process of teaching in the classroom. Speaking is a difficult skill for students to master, Luama (cited in Haryanto, 2021) speaking in a foreign language is extremely difficult and takes a long time to develop. According to (Putri Tamala and Wulandari, 2021), they had many difficulties when attempting to speak English, such as difficulty pronouncing words and understanding the meaning of the words. Not only do they lack self-confidence, but they also lack vocabulary, making it difficult for them to use English. Furthermore, because of the impact of their native language, their environment does not encourage them to use English. All of these issues prevent students' capability to learn

English. Therefore, it is important to select the right model and strategy for teaching English speaking.

c. **Teaching English for The Second Grade of Junior High School**

According to (Kayi, 2006) one of the activities to encourage speaking of a foreign language is teaching the learners English language to:

1) Make the English speech sounds and patterns.

2) Employ word and sentence stress, intonation patterns, and second language rhythm.

3) Choose appropriate words and sentences based on the social setting, listeners, circumstance, and topic.

4) Arrange their ideas in a meaningful and rational order.

5) Language is used to covey values and decision.

6) Use the language fastly and appropriately, with few pauses, a skill known as fluency.

Some essential aspects must be addressed by the teacher of teaching speaking, such as producing rhythm,

stress, intonation, and sentences, in those meanings of teaching speaking discussed above. The productions of the sound have meaning because they should logically that produced from thoughts.

Ur (2009) stated that some of the teachers' manners could help to resolve a few of the issues that find in the speaking class. The strategies are described as follows:

1) Using group work

Using group activities will gain the learners' number who can talk in a short period of time while also lowering the obstacle of learners who are reluctant to speak in front of the entire class. Oral practice is used more frequently in group work than in full class settings. Oral practice is used more frequently in group work than in full class settings. True, because the teacher could indeed manage and control all learner speech, not everyone's utterances would be correct, and learners sometimes could speak

in their mother language; however, even with the infrequent mistakes of the using mother language, the quantity of time that remains to learn oral practice is excepted to be more extensive than in the setting of a full class (Ur, 2009).

The strategy can apply in the classroom for instance; first, the teacher gives a task to the students and then divide the students into a small group that consists of 2 - 4 students where the amount of the group depends on the need for learning. In the groups, the students will discuss the material provided by the teacher and present the outcomes of the group's work in front of the class.

2) The activities should be based on simple language

Ur (2009) the students must be easy to produce the language, therefore they could speak English fluently way without hesitance. Reviewing the necessary vocabulary is a terrific idea before starting the activity in the class, such as the use of daily

activities of students, and the tasks that are related to the greeting words. The language level required in the discussion should be simply remembered and generated by the students.

3) Provide some discussion skills instruction or training.

According to Ur (2009), the students must contribute to the discussion; assign a chairperson to every group who will oversee participation, if the task given is based on the discussion of the group, you have to introduce the participants in the group. For example, instruct students to ensure that the discussion is contributed by all members of the group; assign a person to lead each group to oversee participation.

4) Encourage students to use the target language.

One of the ways to encourage students to speak the target language are; you can be a role model for the students by speaking in the target language, and instruct them to speak in the target language and to

always use it. The monitoring of the students' activities is also critical. In the process of teaching-learning, for example, the teacher employs role-playing and dialogue (Ur, 2009).

It can be seen in their interactive qualities, the activities of speaking could provide an opportunity for practice, provide feedback to both teachers and students, and motivate students. They help the students in producing language in an automatic way.

Communication efficiency is the aim of teaching speaking skills. It indicates that students have capable of making themselves comprehend, using their proficiency. they must avoid the message confusion caused by poor pronunciation, vocabulary, the grammar rules, and they should follow the cultural and social rules applied in every situation of communication.

d. Aspects of Teaching Speaking

Hughes (2003) divided the aspects of speaking into five categories, namely:

1) Pronunciation

Pronunciation is extremely important in the aspect of language, especially in speaking English. According to Gilakjani cited in (Putri Tamala & Wulandari, 2021), pronunciation is the most essential aspects of language, because that could be the primary source of the listener's comprehension of the speaker's spoken utterances, which means that when someone's pronunciation is correct, the words they say are communicated properly and produce the right word meaning. Nevertheless, if the words are not correctly pronounced, it will make the listener confused about the message. As a result, when speaking a word or sentence in a foreign language, the pronunciation comes in handy.

According to (Gilbert, 2008), mastery of a set of sounds or isolated words in English does not represent mastery of the language. It entails practicing and learning the particular English way to make a speaker's opinions easily understandable. Meanwhile, (Fraser, 2001) stated that pronunciation contains all aspects of communication that contribute to an easily understandable flow of speech, such as segmental utterances, intonation, phrases, rhythm, language, eye contact, gestures, and body language.

Based on the explanation above, it can be concluded that pronunciation consists of a wide range of factors including articulation, rhythm, intonation, phrasing, eye contact, body language, and also gesture.

2) Grammar

Grammar is permitted for pupils to arrange the correct sentences in both written and spoken

conversations. Grammar is described as systematic way of predicting for the speakers' knowledge or knowing the hearer's language knowledge. This is accomplished through the set of rules or principles that could be used to generate all the well or the utterance of grammatical in the language (Purpura, 2004). Furthermore, (Greenbaum and Nelson, 2002), define grammar as a set of rules that might allow us to collaborate our words language into larger ones.

Therefore, it follows from the previous statement that grammar is a guideline that students must learn in order to join suitable sentences in conversation, either written and spoken. Grammar is concerned with thw fundamental rules and construction of the language, such as clear and understandable words forms and grammatical structure (Batko, 2004).

3) Vocabulary

Vocabulary is the total number of words in a language. As mentioned above, vocabulary is a collection of words that foreign language students learn. Meanwhile, the set of words for which we recognize the meanings when we read or speak aloud is known as oral vocabulary. Vocabulary consists of words whose meaning is known when we read or write in silently. These are significant differences because of the group of words that readers are familiar with is primarily oral representations. Written vocabulary becomes more important in literacy as children learn to read than oral vocabulary (Hiebert and Kamil, 2005).

4) Fluency

Hughes (2003) stated that fluency could be defined as the capability to communicate in a communicative, fluent, and accurate manner. Here as a general rule, fluency is the capacity to convey

oral language freely and uninterrupted. If the teacher wants to assess students' fluency within the process of teaching and learning, the teacher allows the pupils to engage themselves openly and without interruption. The aim is to help students speak fluently and comfortably. The teacher does not correct right away because too much correction disrupts the flow of conversation.

5) Comprehension

The capabilities to describe and process stretching exercises of discourse, as well as form representations of sentence meaning, is referred to as comprehension. Foreign language comprehension is more difficult to investigate because it is not observable and must be inferred from verbal and nonverbal responses, artificial instruments, or the teacher's or researcher's imagination. Comprehension refers to respondents fully understanding the purpose of the research

project, even if the procedures are complicated and involve risks (Hughes, 2003).

Therefore, comprehension defines as the speaker's understanding of what they speak to the hearers in an attempt to eliminate misunderstanding information; additionally, the function is to make the hearers effortlessly catch the speaker's information.

Based on the theoretical concept above, the researcher can conclude that teaching English speaking for Junior High School in the research context is an important basic skill that should be mastered by students at the junior high school level and is taught by teachers at the school level where the students should be able to pronounce English properly and correctly in which have some indicators, namely:

a. Pronunciation

b. Grammar

c. Fluency

d. Comprehension

2. Cooperative Learning in Teaching English

a. Teaching English for Young Learner

Sjoni cited in Damayanti, Tarmedi, and Jupri (2018) Cooperative Learning is a learning model that has been used to realize student-centered learning and teaching activity, particularly in activating students who are unable to work with others, aggressive students, and indifferent students. According to (Harahap, 2021), Cooperative learning is an organized and systematic teaching model in which students work in small groups to achieve common goals. This learning model emphasizes group collaboration among students. It is based on the idea that discussing a problem with friends enables the students to discover and understand concepts more quickly.

Cooperative learning structures, according to Daniels Al- Yaseen (cited in Yanti, 2020) provide

students with a framework of support for their language knowledge. Students will demonstrate their belief in their language abilities. The result, they will feel more at ease in their learning environment and will be more eager to speak up in class. Hakim (2017) uses small group discussion of Cooperative Learning that consists of 4 or 5 students in each group, they work together to solve a problem and present the result of the discussion in front of the class which is made students brave to deliver their perception.

From the experts above it can conclude that cooperative learning is a model in teaching-learning English that includes individual and small group learning. This is the strategy to improve students' independence and cooperation in understanding the material of learning. Cooperative learning, in other words, is a learning strategy that encompasses both individual and small group learning in a diverse team. The activities of learning are intended for students'

independence and cooperation in understanding materials during the process. Furthermore, students are taught how to learn through the activity because they must participate in the learning process. This strategy of learning, on the other hand, stresses the importance of participation individually in determining the achievement of a group during the process of learning.

b. The Elements of Cooperative Learning

Olsen and Kagan cited in Richards and Rodgers (2001) stated that there are four key proposed elements of successful cooperative learning. The five basic elements of cooperative learning are listed below:

1) Positive Interdependence

Olsen and Kagan cited in Richards and Rodgers (2001) stated that cooperation only occurs when the students recognize that their own success is dependent on the other's success. Even if the students' tasks are assigned, every member of the group should believe that their contribution is important to the

success of the group. Every member of the group has responsibility for everything that happens. It is possible to achieve this by structuring cooperative learning tasks and cultivating a group motivation of mutual support for each member of the group.

2) Face to face interaction

The second component of cooperative learning is face-to-face interaction among students, in which they encourage and support one another's learning and success. Olsen and Kagan Richards and Rodgers (2001), the students must maximize their opportunities to help, support, encourage, and praise one another. This type of beneficial interaction aids in the promotion of the following:

a) Describing the way to solve problems orally

b) Passing on one's knowledge to others

c) Ensuring that others understand

d) Talking about the concepts being studied

e) Connecting current and previous learning

f) Individual and Group Accountability

Cooperative learning groups are formed with the goal of making every member become a more powerful individual. Individual responsibility exists when the performance of each student has been evaluated and also the outcomes will be communicated in the groups. Therefore, the group is aware of who requires additional assistance, support, or encouragement in order to complete the task. There are several different ways to organize individual accountability. One of the examinations is giving every pupil a test individually and selecting a random student to represent the group as a whole, as well as having the students to taught what they have learned to another.

3) Social skill

Social skills determine how students as teammates interact with one another. To ensure successful interaction, some explicit instruction in

social skills is usually required. Therefore, Social skills must be taught and students must be encouraged to use them. Conflict management, leadership, trust-building, skills, communication, and decision–making are all social skills that are required for both task work and teamwork (Olsen and Kagan cited inRichards and Rodgers, 2001).

c. **Types of Cooperative Learning**

Cooperative learning is used by many teachers in several different ways that it is impossible to count them all to cover in this literature review. Mandal and Willing (2009) suggest some cooperative learning activities for the classroom:

1) Jigsaw

Making a group that consists of five students. Every member of the group gives a piece of material for learning and teaching to the rest of the group. The students will work on the same theme and meet to discuss the key concepts and the way of teaching

them to the rest of the class. After following the practice in the group of "experts", the original groups will reassemble and teach each other. After that, there will be tests and assessments (Mandal and Willing, 2009).

2) Three-Step Interview

Mandal and Willing (2009) they stated that every member of the team selects a partner from among the other team members. Individuals interview their partners in the first step with ask clarification questions. Next, involves the partner of switching roles. The last is sharing the responsibility of their partner of the team with another member.

3) Round Robin

According to Mandal and Willing (2009) Round Robin is a method of brainstorming where the students geneate their ideas without elaborating, explaining, evaluating, or questioning them. Members of the group take turns answering phrases, the

question in the form of words, or the short of responses. The responses are arranged in chronological order by passing from one student to another until all students have an opportunity to speak their ideas. This method encourages all students to participate, which helps to generate a large number of ideas.

4) Review in three minutes

Mandal and Willing (2009), review in three minutes is the learning process or discussion about the variety of formats of writing letters, such as report writing, and other topics, the teacher may pause at any time and allow three minutes for members of the team to review what is being said, respond to the questions, and ask the questions to clarify.

5) Numbered Head

The four-person team is formed. Numbers 1, 2, 3, and 4 are assigned to each member. The group is asked questions. The groups work collaboratively to

40

give answers so everyone can respond in a verbal
way. When number three is called by the teacher and
each number third group will ask to respond. This is
can use to practice understanding (Mandal and
Willing, 2009).

6) Think-Pair-Share

Hamdan (2017), one of the group discussion
strategies included in the circular format is the think-
pair-share strategy, which is one of many
collaborative learning strategies. Before answering
questions in front of the entire class, students can
think independently and in small groups using the
Think-Pair-Share strategy.

Based on the theorist concept above, the
researcher can conclude that cooperative learning of
English at Junior High School in this research context
is one of the appropriate models for teaching English
speaking at Junior High School where the students are
divided into a small groups and they think

independence and cooperation in understanding materials during the process, which make the students can express their ideas, in which have some indicators, namely:

1) Positive interdependent

2) Face to face interaction

3) Individual and group accountability

4) Social skills

3. Think-Pair-Share Strategy in Teaching English Speaking

a. Definition of Think-Pair-Share Strategy

Hamdan (2017), Think–Pair–Share is a strategy that encourages students to participate in Cooperative, mutual learning between individuals and ensures that each students' contribution recognized. It gives them time to reflect, and get involved with a colleague and consider other point of view, which may make them more willing and less hesitant about sharing with a larger group discussion.

Meanwhile,(Okafor and C., 2021) Think-Pair-Share (TPS) strategy is a type of Collaborative learning in which the students recognize their responses to a problem provided by the teacher, discuss to find the solution with their pair, and share the solution in front of the students. The benefit of the learning technique Think-Pair- share strategy is that it allows students to work independently as well as collaboratively.

b. Steps of Think-Pair-Share Strategy

According to Teacher Vision, the learning model of the cooperative model enhances individual participation and is suitable for all students in grades and class sizes. Students consider their assigned tasks in three different steps during model implementation:

1) Think

The pupils have to think independently about the task given, developing their own ideas on their own.

2) Pair

       The pupils are divided into pairs to discuss their points of view. This time permits children to engage themselves and consideration of other's ideas.

3) Share

       The student groups make their presentations towards the class. When pupils have the support of a partner, they are more confident delivering their ideas to a group.

       Meanwhile, Lightner, J. and Tomaswich, L. cited in (Tanujaya and Mumu, 2019), divided three steps of Think- Pair – Strategy (TPS) as follows:

1) Think

       Asking the students an open-ended question to be answered and requesting pupils to take a minute to think independently and write down their thoughts.

2) Pair

In groups of two or three, request them to turn to the person next to them and share their ideas process, or answers with each other.

3) Share

The teacher instructs the students to report on "behalf" of their group.

c. The Advantages and Disadvantages of Think-Pair-Share Strategy

Ibrahim cited in (Tuanany, 2019), there are the advantages and disadvantages of using Think-Pair-Share strategy, as follows:

1) The use of Think-Pair Share requires students to use the available time to them to complete the tasks or problems assigned by the teacher at the start of the meeting, so that the students understand the material thoroughly before the teacher passes at the next meeting.

2) Think-Pair Share can increase the students' attendance. The way to engage the students actively in the process of learning, the task assigned by the teacher at each meeting is aimed for students to always try to be present at each meeting. Students who did not complete the work will give a negative impact on their learning outcomes.

3) Think-Pair Share strategy is supposed to give motivation students in the process of learning therefore the students' learning can be better than using the conventional strategy.

The disadvantages of Think-Pair-Share strategy:

1) The use of Think-Pair Share is time-consuming, which means that if the teacher did not accurately prepare the lesson plans or if the students feel more confidents working individually rather than using small group work.

2) Due the large number of groups in the classroom, it is difficult for the teachers to accompany every learner during discussion in the learning process. Some teachers also find it challenging to assist the students while they are working in groups.

3) It can also be extremely noisy because students work in groups and it can talk among themselves and be loud and annoying with some other students when they discuss the text or topic.

Based on the theorist concept above, the researcher can conclude that the Think– Pair–Share strategy of teaching English in this research context is one of the strategies of cooperative learning where the students give time to think about the question or text given by the teacher, then the students discuss the response with their partner and the last the students will discuss the result in front of the class, in which have some indicators, namely:

1) Think individually about the questions or text

2) Pair with the partner about your solution and your
partner solution

3) Share and discuss your solution in front of the class

B. Related Previous Study

The researcher has guidelines for carrying out this new research. The author writes several summaries of several previous studies and explains why this research is different from the previous study.

The first research is from Mulya Sari Bunaya and Basikin, in the 3rd International Conference on Current Issues in Education (ICCIE 2018) Journal with the title "Improving Speaking Confidence by Using Think Pair Share (TPS) Teaching Strategy to High School Students". English is one of the important skills that should be mastered by the students of EFL. Bunaya and Basikin, (2019) explained that Some issues with students' speaking abilities have been identified, including a lack of vocabulary, incorrect pronunciation, grammar errors, and a lack of confidence.. Therefore the result of this research TPS has been shown to improve students'

speaking confidence after implementing the Think-Pair-Share strategy. The results of the self-esteem questionnaire also show that students have positive responses. As a result, it is possible to conclude that the TPS teaching strategy could assist the teacher in increasing students' speaking confidence.

The journal by Sari Bunaya and Basikin investigated the effectiveness of the Think Pair Share (TPS) strategy in improving students' speaking confidence, whereas this research will investigate students' perceptions of Cooperative with Think-Pair-Strategy in Teaching English Speaking.

The second research from Ahmad Hanan and Hera Aulia Budiarti related to my research entitled "Improving Students' Motivation and Speaking Competence by Using Think-Pair-Share Strategy". Hanan and Budiarti (2019) concluded that the In the academic year 2018-2019, the Think-Pair-Share strategy improved students' motivation and speaking competence of first-grade students at SMP Al-Asriyah Gunungsari. It was discovered that after employing the Think-Pair-Share strategy in the teaching and learning

process, student's motivation and speaking competence increased. It assists the students in sharing their thoughts with their colleagues and working in pairs to solve problems.

The research has similarities, to the journal made Ahmad Hanan and Hera Aulia Budiarti has the same variable by using the Think-Pair-Share (TPS) strategy, this research investigates Students' Motivation and Speaking Competence by using the Think-Pair-Share strategy while this research wants to know about the students' perception of cooperative learning with Think-Pair-Share strategy in teaching English speaking.

The last is "The Influence of Think-Pair-Share in Enhancing Students' Speaking Ability". The journal was conducted by Idayana Putri, Fahriany, and Nasifuddin Jalill in the MTs Khazanah Kebajikan in the academic year 2017/2018. Putri, Fahriany, and Jalil (2020) Secondary schools required students to learn English. In fact, pupils have several limitations when it comes to mastering those English skills, particularly speaking skills. They struggled to speak English directly. The observations of the students revealed a lack of

vocabulary, self-confidence, and motivation. Furthermore, they found it difficult to elaborate on their ideas orally. As a result, the students require a new strategy to construct their shortcomings through the use of Think-Pair-Share. The results indicate that applying the Think-Pair-Share strategy has a positive effect on students' ability to speak fluently and confidently about short monologues after they have learned to employ Think-Pair-Share. The result shows, the stages in Think-Pair-Share enable them to practice and enhance their motivation in speaking English. Furthermore, Think-Pair-Share requires them to be active speakers in all activities, and teaching speaking with Think-Pair-Share is both enjoyable and helpful, particularly for eighth-grade students. The previous study and this research has similar research by using the Think-Pair-Share strategy. The difference between the previous study and this research, if the previous study focus on the students' motivation in speaking English by using the Think-Pair-Share strategy, while this study will focus on the

students' perception of using the Think-Pair-Share strategy in teaching English speaking.

Therefore, in this research, the researcher differs from previous studies. In this research, the researcher will focus on finding out the students' perception of cooperative learning with the Think-Pair-Share strategy in teaching English speaking including aspects of pronunciation, grammar, fluency, and comprehension of the second grade students in MTs Al-Qur'an Harsallakum in the academic year 2022.

C. **Hypotheses**

The following research hypotheses are presented for this research:

Ho : The students have a negative respond to the students' perception of cooperative learning with Think-Pair-Share strategy and teaching English speaking of the second grade students' at MTs Al-Qur'an Harsallakum Bengkulu city.

Ha : The students have a positive respond to the students' perception of cooperative learning with Think-Pair-

Share strategy and teaching English speaking of the second grade students' at MTs Al-Qur'an Harsallakum Bengkulu city.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Approach

Quantitative Methods were used in this study. The processes of gathering, analyzing, interpreting, and writing study results are all examples of quantitative methods. Both survey and experimental research have particular procedures for selecting a sample and population, describing the approach for this study, gathering and analyzing data, presenting the findings, providing an interpretation, and writing the research in a survey or experimental study-appropriate manner (Creswell, 2009). Meanwhile, (Sugiyono, 2018), stated that the quantitative method is a method based on the philosophy of positivism, which means It uses to investigate specific populations and samples, collect the data using research instruments, and analyze the data statistically in order to test predetermined hypotheses. The philosophy of positivism is to view the phenomenon that is classified as; concrete, objective, measurable, rational, and systematic.

The procedure first, the writer did observe and interview the teacher and students in MTs Al-Qur'an Harsallakum. Next, the researcher identified students' perceptions of using Cooperative Learning with the Think–Pair–Share strategy in teaching English speaking by using a questionnaire. Then, next step the researcher analyzed the questionnaire result through SPSS 26. Finally, the researcher will explain the results discussed. The model of the relationship between two variables could be described as follows:
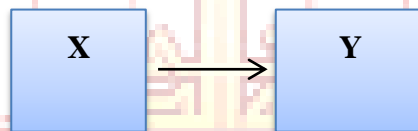
Figure 3. 1 Research Design

X   : Cooperative Learning With Think-Pair-Share Strategy

Y   : Teaching English Speaking

⟶ : Relation

B. Time and Location of The Research

This research took the research place at MTs Al-Quran Harsallakum Bengkulu city in the academic year 2022.

C. Population and Sample of the Research

Sugiyono (2018)   population is a generalization that includes objects or subjects with specific quantities and characteristics chosen by the researcher to study and draw conclusionsThe population of this research was the students of the second grade at MTs Al-Quran Harsallakum Bengkulu city which consist of two classes. The total number of students in the second grade was 42 students.

Table 3. 1 The Population of the Research

No	Class	Population
1	2	3
1.	VIII E	20
2.	VIII F	22
Total Number		42

(MTs Al-Qur'an Harsallakum Bengkulu city)

The sample of this research, the researcher used census sampling techniques.   Census sampling is a sampling technique in which all members of the population are used as the sample (Sugiyono, 2018). means the research took a sample from the population of students in the second-grade

students of MTs Al – Qur'an Harsallakum Bengkulu city from

E class and F class.

Table 3. 2 The Sample of the Research

No	Class	Population	Sample
1	2	3	4
1	VIII E	20	20
2	VIII F	22	22
Total Number			42 Students

(MTs Al-Qur'an Harsallakum Bengkulu city)

D. Variable of the Research

The definition of variable according to Sugiyono (2018), variable called a characteristic person or organization that researchers can measure or observe and varies across people or organizations studied. Measurement entails the researcher collecting information from individuals by asking them to answer questions, and when variables vary, scores will take on different values depending on the type of the variable being measured, there are the variables of this research:

Independent variable X : Cooperative Learning with Think-

Pair-Share Strategy

Dependent Variable Y : Teaching English Speaking

E. Technique of Collecting Data

1. Observation

According to Sugiyono (2018) he stated, that observation is a systematic way of observing and recording the symptoms that appear in the object of research. Observation is a method of data collection using observations of the research object that can be implemented directly or indirectly.

Therefore, in this research, the researcher used direct observation of the research location, especially in class VIII E-F, and the condition of teachers, students, learning facilities, and infrastructure, as well as the geographical location of MTs Al-Qur'an Harsallakum Bengkulu city. The Observation of the data colplection techniques used to obtain data on the process of filling out the questionnaire.

2. Questionnaire

According to Saebani and Yana Sutisna (2018) the questionnaire is a type of data collection technique that involves asking respondents a series of questions or providing them with written statements. The questionnaire was distributed to respondents (people who answer questions for research purposes) on survey research. In this case, wrote the form of a question that was answered to measure the students' perception of cooperative learning with Think-Pair-Share strategy in teaching English speaking. To obtain data more clearly about the students' perceptions of cooperative learning with Think-Pair-Share strategy, the researcher distributed the form of the following table:

Table 3. 3 Grid Questionnaire

No	Aspects	Indicators	Items
1	2	3	4
1.	Students perception on the use of Cooperative Learning with Think–	Think-Pair-Share	1, 2, 4, 5, 6, 7, 8, 9,

			10
	Pair–Share strategy		10
3.	Cooperative Learning with Think–Pair–Share strategy in Teaching English Speaking	Pronunciations	11, 12
		Grammar	13, 14
		Vocabulary	15, 16
		Fluency	17, 18
		Comprehension	19, 20

The form of the questionnaire is a closed questionnaire, where the questionnaire used likert scale technique. According to (Sugiyono, 2018) The Likert scale was employed to assess a person's or group's attitudes, opinions, and perceptions about social phenomena. The variables to be analyzed are interpreted into variable indicators using the Likert scale. The indicators are then used as a starting point for collecting instrument items, that could take the form of statements or questionnaires. The Likert scale followed by graded answer from the strongly agree to strongly disagree, as follows:

Table 3. 4 The Likert Scale

Category	Score
1	2
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

(Sugiyono, 2018)

F. Technique of Data Analysis

1. Analysis Questionnaire

The data from the questionnaire was analyzed quantitatively to analyze the highest percentage to determine students' perception of the Cooperative Learning with Think–Pair–Share strategy in teaching English speaking. The questionnaire provided the data. The researcher counted the responses from every respondent for every item on the questionnaire after they completed the statements on the questionnaire. as determined by analyzing the score of each student's

questionnaire response. The score from every student's questionnaire response was analyzed to assess students' perceptions of Cooperative Learning with Think-Pair-Share strategy in teaching English speaking. The supporting technique used by researchers to identify the students' perceptions, responses, opinions, and problems is the questionnaire. The writer used a formula to analyze the students' responses:

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

Where :

P = Percentage

F = Frequency

N = The Total Number of Respondents

Next, the researcher was categorized the students' perception of Cooperative Learning with the Think–Pair – Share strategy in teaching English speaking to answer the research question, The category of interpretation score is as follows:

Table 3. 5 The Categorization of the Students' Responses
to the Criteria

No	Qualification	Interval
1	2	3
1	Very Positive(VP)	85-100
2	Positive (P)	69-84
3	Neutral (U)	53-68
4	Negative (N)	37-52
5	Very Negative (VN)	20-36

(Sugiyono, 2018)

2. Validity and Reliability

The main important aspects to consider when using a test or assessment procedure are validity and reliability. The accuracy of both the inferences or interpretations created from the test scores is referred to as validity, while the consistency or stability of the test scores is referred to as reliability. The content and format of the instrument should be in accordance with the definition of the variable and sample of subjects to be evaluated for content validity.

a. Validity

Sugiyono, (2018), defines a validity test used to find out whether the research instrument to be used is valid or not. The meaning of valid is to measure whether the instrument can be used as a suitable instrument for the research The validity test researcher used SPSS 26 version. The items of the questionnaire test are considered valid if the correlation coefficient is higher than the t_{table}. The t-test formula was used the Pearson Product Moment to know the validity level of the questionnaire.

$$S_{gab}^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_{gab}\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

(Sugiyono, 2018)

Where :

$\overline{X}_1$ = The group of high score

$\overline{X}_2$ = The group of low score

N = Number of respondents

The test used a significance level $(\alpha)= 0.05$ which is commonly used and the number of samples (n) = 35 respondents, therefore the t_{table} is 0.3338. The way to find out whether the difference is significance or not, it is necessary to compare the calculated value with the t-table. If $t_{calculated}$ is greater than t_{table}, then the difference is significant, therefore the instrument is valid where the rule is as follow:

If $t_{calculated} > t_{table}$ it means valid

If $t_{calculated} < t_{table}$ it means invalid

b. Reliability

The reliability test aims to see whether the questionnaire has consistency if measurements are made repeatedly to measure the same object. A

variable is said to be valid if the answer of the questions are always consistent. The reliability test of this study used Cronbach Alpha (α).

$$\alpha = \left(\frac{k}{K-1}\right)\left(1 - \frac{\sum S_i^2}{S_1^2}\right)$$

(Sugiyono, 2018)

Where :

α = Cronbach' Alpha coefficient

K = The score of items

S_i^2 = The variant total of scores

S_1^2 = The variant of respondents items

A variable is said to be reliable if it has a Cronbach Alpha (α) value of more than 0.6. The researcher used SPPS 26 version to carry out the reliability test of the instrument. The result of the students' perception reliability test used Cronbach Alpha test value is 0.894. Therefore, the value of

Cronbach Alpha is 0.890 > 0.6, it can be concluded that

the result of the questions are reliable.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

1. Validity Test

In this study, the validity test was conducted in this study using SPSS version 26. A validity test is used to determine whether or not a questionnaire is valid based on each of these variables. The t-test formula is used in this validity test. The test employs a commonly used significance level (α) = 0.05 and a total sample (n) = 35 respondents, therefore the r-table is 0.3338. The validity test displays the validity test results are shown in the table below:

Table 4. 1 Questionnaire Validity Test Results

No	Score	Significanse	Conclusion
1	2	3	4
1	0.301	0,3338	Invalid
2	0.607	0,3338	Valid
3	0.28	0,3338	Invalid

1	2	3	4
4	0.316	0,3338	Invalid
5	0.535	0,3338	Valid
6	0.605	0,3338	Valid
7	0.363	0,3338	Valid
8	0.382	0,3338	Valid
9	0.553	0,3338	Valid
10	0.32	0,3338	Invalid
11	0.409	0,3338	Valid
12	0.268	0,3338	Invalid
13	0.411	0,3338	Valid
14	0.476	0,3338	Valid
15	0.548	0,3338	Valid
16	0.32	0,3338	Invalid
17	0.508	0,3338	Valid
18	0.483	0,3338	Valid
19	0.106	0,3338	Invalid
20	0.459	0,3338	Valid
21	0.427	0,3338	Valid
22	0.243	0,3338	Invalid

1	2	3	4
23	0.465	0,3338	Valid
24	0.452	0,3338	Valid
25	0.608	0,3338	Valid
26	0.313	0,3338	Invalid
27	0.572	0,3338	Valid
28	0.3	0,3338	Invalid
29	0.465	0,3338	Valid
30	0.754	0,3338	Valid

The table above describes the results of the students' perception validity test using t-test formula. According the table above if the $t_{calculated} > t_{tabel}$ it means valid, and if $t_{calculated} > t_{tabel}$ it means invalid. Therefore from the total questionnaire above there are 20 questionnaire are valid and there are 10 questionnaire are invalid.

2. The Reliability Test

Reliability tests were conducted on previously declared valid instruments. If the answers to the questions are always consistent, the variable is said to be valid.

Cronbach Alpha (α) is a statistical test used to assess reliability. If a variable has a Cronbach Alpha value greater than 0.6, it is said to be reliable. The analysis was carried out with the help of SPSS version 26 to test the instrument's reliability. The reliability test results are shown in the table below:

Table 4. 2 Reliability Statistics

Reliability Statistics

Cronbach's Alpha	N of Items
.890	20

The Cronbach's Alpha Test was used to determine the results of the student's perception reliability test, as shown in the table above. The Cronbach Alpha test value from the table is 0.879, because Cronbach's Alpha is greater than 0.6, it can be concluded that the results demonstrate that the statements in the questionnaire are reliable.

3. Data Display

The results of data analysis were collected using a questionnaire, namely positive statements and negative statements, that explained in below:

Table 4. 3 Students perception on the use Cooperative Learning with Think– Pair–Share strategy

	Statement	Students' Perception				
		SA	A	N	D	SD
1	2	3	4	5	6	7
-	Think–Pair–Share strategy made the class of English learning more interesting	5 11.90 %	19 45.24 %	17 40.48 %	1 2.38 %	-

-	The think-Pair-Share strategy enables me to participate in sharing information, making decisions, and solving the problem in learning English	3 7.14%	16 38.10%	21 50.00%	1 2.38%	1 2.38%
-	Think–Pair–Share strategy can encourage my motivation	2 4.76%	12 28.57%	10 23.81%	14 33.33%	4 9.52%

-	to learn English speaking					-
-	I can work well without feeling under pressure through the Think–Pair–Share strategy	3 7.14%	17 40.48 %	14 33.33 %	8 19.0 5%	-
-	Think-Pair-Share strategy activities teach me to appreciate other	5 11.90 %	21 50.00 %	13 30.95 %	3 7.14 %	-

-	people's opinion				
-	I feel intellectually challenged in learning English through the Think-Pair-Share strategy	3 7.14%	17 40.48 %	14 33.33 %	4 9.52 %	4 9.52%
-	I can express my idea while using the Think–Pair–Share strategy in learning	6 14.29 %	19 45.24 %	12 28.57 %	3 7.14 %	2 4.76%

	English					
-	I like the teacher's intervention when we do group work	5 11.90%	22 52.38%	12 28.57%	1 2.38%	2 4.76%
-	The Think–Pair–Share strategy activities make me train responsibility in the tasks	8 19.05%	10 23.81%	20 47.62%	3 7.14%	1 2.38%
-	Doing group activities of Think–	5 11.90%	13 30.95%	15 35.71%	5 11.90%	4 9.52%

Pair–Share strategy in class, can give the opportunity to freely ask					

Table 4.3 shows the overall score of students' perceptions of using Cooperative Learning with the Think-Pair-Share strategy. The questionnaire consisted of 10 positive statements. According to the findings above, the majority of participants have a positive perception of its use. Table 4.4 shows Students' perceptions of cooperative learning with the Think-Pair-Share strategy in teaching English speaking in the category of pronunciation, grammar, vocabulary, fluency, and comprehension.

Table 4. 4 Cooperative Learning with Think– Pair–Share

strategy in Teaching English Speaking

No	Statements	Students' Perception				
		SA	A	N	D	SD
1	2	3	4	5	6	7
-	I think through the Think-Pair-Share that is used by English teacher, I can learn how to pronounce English sentences correctly in speaking English	5 11.90%	15 35.71%	4 9.52%	16 38.10%	2 4.76%
-	In my view the Think–Pair–	4 9.52	20 47.62	12 28.5	4 9.52%	2 4.76

	Share strategy is an effective way to learn pronunciation in English speaking	%	%	7%		%
-	In the process of discussion, the teacher helps to fix my grammar when speaking in small groups on the Think-Pair-Share strategy	9 21.43%	18 42.86%	12 28.57%	3 7.14%	-
-	In my opinion, the Think-Pair-Share strategy used	12 28.57%	19 45.24%	10 23.81%	1 2.38%	-

	by the teacher makes it easier to arrange words in speaking English					
-	The activities of small group work of the Think-Pair-Share strategy used by the teacher, help me learn new English words during the discussion	5 11.90%	18 42.86%	16 38.10%	2 4,76%	1 2.38%
-	It is easy for me to convey my thought in	2 4.76%	19 45.24%	15 35.71%	2 4.76%	4 9.52%

	speaking English through the Think–Pair–Share strategy, because I can memorize a lot of vocabulary					
-	By using some class discussions in a group on the Think-Pair-Share strategy, I can speak fluently in speaking English	1 2.38 %	20 47.62 %	5 11.9 0%	14 33.33 %	2 4.76 %
-	I am confident in learning to	5 11.9	19 45.24	15 35.7	2 4.76%	1 2.38

	speak English using the TPS strategy used by the English teacher	0%	%	1%		%
-	The Think-Pair-Share strategy used by the teacher, makes me understand some of the short conversations during the discussion with another group	6 14.29%	20 47.62%	5 11.90%	9 21.43%	2 4.76%
-	In the learning process by	3 7.14	20 47.62	15 35.7	4 9.52%	-

using the	%	%	1%		
Think-Pair-					
Share strategy,					
I gave the					
response to my					
friend using					
English					

Regarding Table 4.4 there are 10 statements consisting of positive statements used in the questionnaire. The data above is the score of students' perception of Cooperative Learning with the Think– Pair–Share strategy in Teaching English Speaking. The data above show that most of the participants have a positive perception of the strategy used by the teacher.

4. Data Description

The data described above can be summarized as follows:

Table 4. 5 Data Description

R/N	X	R/N	X
1	**2**	**3**	**4**
1	79	22	78
2	71	23	86
3	55	24	64
4	72	25	75
5	67	26	66
6	45	27	70
7	69	28	69
8	72	29	65
9	67	30	63
10	74	31	90
11	65	32	69
12	62	33	67
13	56	34	55
14	73	35	69
15	75	36	69
16	72	37	68
17	70	38	61

1	2	3	4
18	70	39	70
19	68	40	75
20	69	41	79
21	69	42	76

After getting the data of the students' perception questionnaire, it was found that the highest score is 90 and the lowest score is 45.

5. Data Interpretation of Students' Perception

Table 4. 6 Data Interpretation of Students' Perception

Category	Interval	Frequency	Percent	Mean
Strongly Positive	85-100	2	4.76	69.14
Positive	69-84	24	57.14	
Neutral	53-68	15	35.71	
Negative	37-52	1	2.38	
Very Negative	20-36	0	-	
Total		42	100.00	

After getting the data from the questionnaire data on students' perceptions of Cooperative Learning with Think-Pair-Share strategy in teaching English speaking, it could be seen that the students had positive statement on Cooperative Learning with Think-Pair-Share strategy in teaching English speaking.

Figure 4 1 Data Distribution of Students' Perception
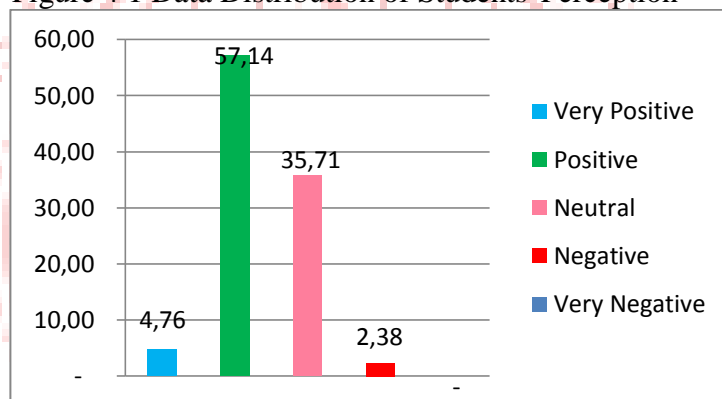
Figure 4.1 shows there is a count of frequency distribution data, namely the students' perception of Cooperative Learning with Think-Pair-Share strategy in teaching English speaking used by the teacher as a strategy Of teaching English with the category very positive 2 (4.76%), positive 24 (57.14%), neutral 15 (35.71), negative 1 (2.38%), and with the total of score

Mean from the frequency data (96.38). It could be argued that the Think-Pair-Share strategy in Teaching English is very useful strategy in teaching English. Therefore, the independent variable of cooperative learning with Think-Pair-Share strategy has a positive perception in teaching English speaking.

B. Discussion

1. Students' perception of Cooperative Learning with Think-Pair-Share strategy in teaching English speaking

The results of the data analysis are in the form of questionnaires. The 20 distribution of questionnaires were used to determine Students' perception of Cooperative Learning with Think-Pair-Share strategy in teaching English speaking and distributed to 42 students of second-grade students in MTs Al-Qur'an Harsallakum in the academic year 2022. The questionnaire instrument contains 2 aspects from 6 indicators and used a Likert Scale with 5 kinds of points. The questionnaires were divided in the classroom by the researcher. Before the questionnaire

distributes, the researcher did try out the questionnaire to found out a valid and reliable questionnaire to use.

From the results of the questionnaire data, most of the students of the second-grade students in MTs Al-Qur'an Harsallakum had positive statement item of Cooperative Learning with Think-Think-Pair-Share strategy in teaching English speaking.

Teaching English speaking cannot be separated from the importance of teachers choosing the right strategy in teaching. According to Akbarjono et al., (2021) a teaching strategy is a plan or series of agreements conducted by the teacher in learning to ensure that learning works properly by utilizing strategies throughout the process of providing material to pupils. Teaching English speaking to second-grade students by using Think-Pair-Share strategy is a suitable strategy to encourage their ability in speaking English in second-grade students in MTs Al-Qur'an Harsallkum. It can be seen that most of the 42 students in their perception of Cooperative Learning with Think-

Think-Pair-Share strategy in teaching English speaking have an agree response. The statements based on students' perception of the use of Cooperative Learning with Think-Pair-Share strategy in with indicators of using the Think-Pair-Share strategy as a small group learning and the students' perception of Cooperative Learning with Think-Pair-Share strategy in teaching English speaking with indicators pronunciations, grammar, vocabulary, fluency, and comprehension. The result shows that the students had positive perceptions of using Think-Pair-Share as a strategy to teaching English speaking with the 57.14% of positive perception. It is related with the previous study by (Putri et al., 2020), they said that the Think-Pair-Share strategy is an effective way of helping to improve students speaking abilities, they can speak fluently and confidently, which means that the Think-Pair-Share strategy provides them with the chance to practice, and encourages their motivation in speaking English. Meanwhile, (Benjelloun, 2021) also said that The Think-Pair-Share strategy allowed primarily

average and weak pupils to exchange opinions on a variety of familiar topics with greater ease, confidence, and fluency by employing more proper vocabulary and a better and clear organization of their thoughts.

Therefore, it can be concluded that the students have a positive perception of the use Think-Pair-Share strategy type of Cooperative Learning. According to (Tanujaya and Mumu, 2019) in The TPS activity encourages student learning through three different "stages" Pupils first think about the subject on their own, then pair up with a colleague in the classroom to discuss the assigned task, and finally share their ideas from their discussions in front of the class, which means that strategy can encourage the students how to speak English with fluent, they also can learn about vocabulary and grammar rules through Think-Pair-Share strategy, following the right pronunciations, indirect means assisting them in developing their conceptual understanding of a topic, developing the

capability to process information and draw conclusions, and

developing the ability to consider opposing viewpoints.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting research and research analysis in the previous chapter on students' perceptions of the use of Cooperative Learning with Think-Pair-Share strategy in teaching English speaking to the second-grade students' in MTs Al-Qur'an Harsallakum in the academic year 2022.

Based on the results and discussion, the findings show that students have positive perceptions about the use of Cooperative Learning with Think-Pair-Share strategy in teaching English speaking was at positive category with the total of 42 students and the percentage was 57.14%, which means that the Think-Pair Share strategy type of Cooperative Learning have a good impact for the students, especially in teaching English speaking. Using the Think-Pair-Share strategy makes the students can work well in the group, which makes the students brave to ask questions in English form and share their ideas in front of the class. In other words, this

strategy can give the good benefit for their pronunciation, fluency in speaking English, and comprehension of English. The important thing, it also help them in learning vocabulary and grammar. It means that the Think-Pair-Share strategy type of Cooperative Learning is considered one of the most effective strategies to use in the learning process, particularly when teaching English speaking. Based on the findings, it is clear that his research question has already been answered.

B. Suggestion

Based on the conclusions of the study, the researcher would like to give some suggestions as follows:

1. The students

Using Cooperative Learning with the Think-Pair-Share strategy in teaching English speaking, the students are expected to be more active and independent and understand what is given and explained by the teacher. The Think-Pair-Share strategy allows students to take part in the learning process by thinking, pairing, and sharing. It is concluded that the Think-Pair-Share strategy allows

students could become confident in the education process by strategically thinking about something independently, pairing with other students, and sharing the content together. It can assist learners in improving their public speaking skills.

2. The Teacher

Using the TPS strategy is an alternative way to teaching English speaking. In order to make the activity more effective, the teacher should focus on class management when trying to implement the strategy. The strategy must be clearly explained by the teacher in order for the students can utilize it effectively. The purpose of this strategy is to get students involved in the speaking activity by having them write a simple sentence to start the conversation with proper pronunciation. The teacher must teach the students extra about pronunciation as effectively as possible given the time and student population constraints unless all stages of the Think-Pair-Share

strategy can be implemented in the process of teaching and learning.

3. The next researchers

The researcher expects that another researcher will become more motivated to conduct additional research to determine whether the Think-Pair-Share strategy can improve the students' speaking performance. The researcher also suggests that the information in this study could be beneficial for future advancements in education development, particularly in teaching speaking.
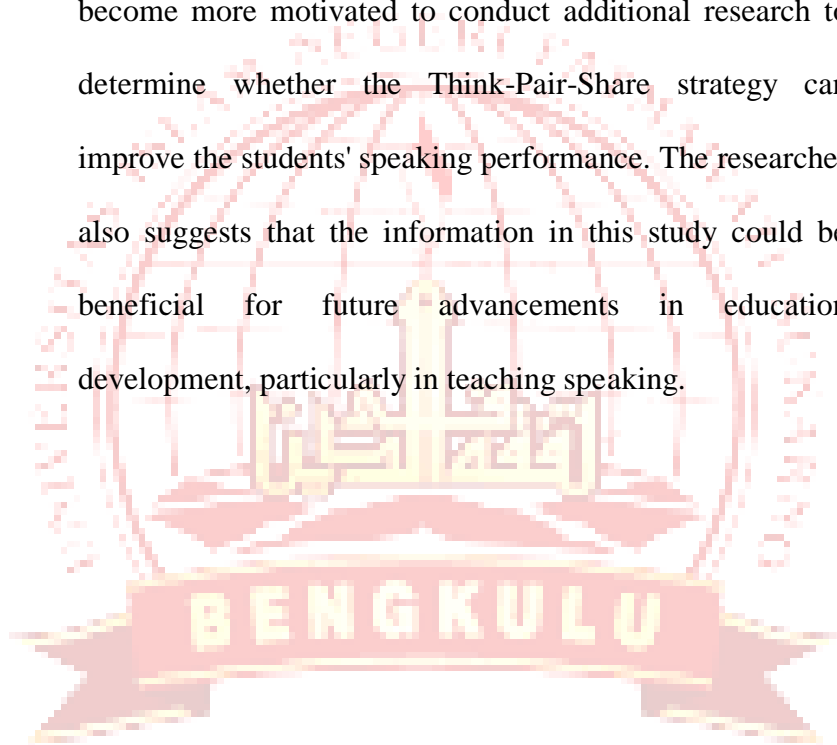
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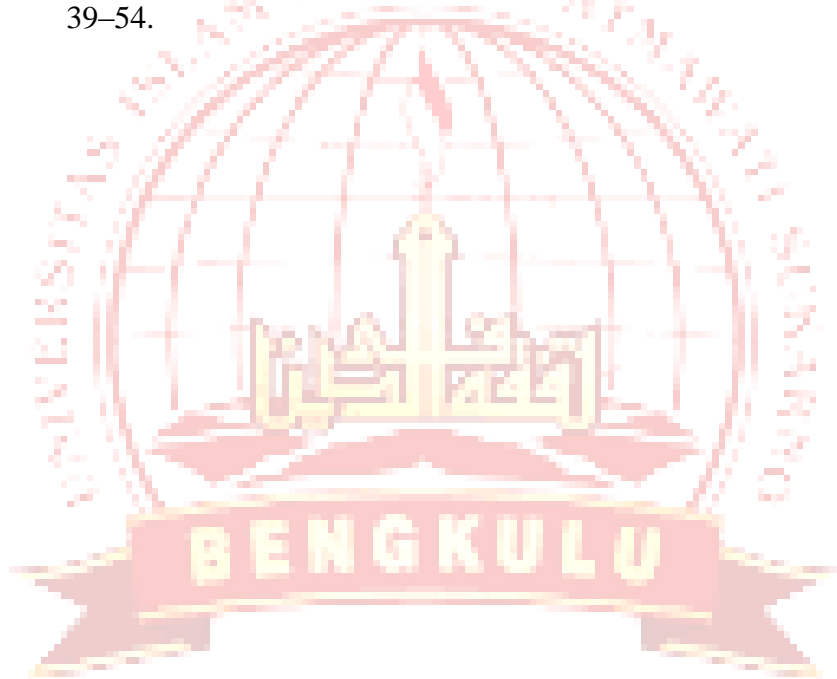
APPENDICES
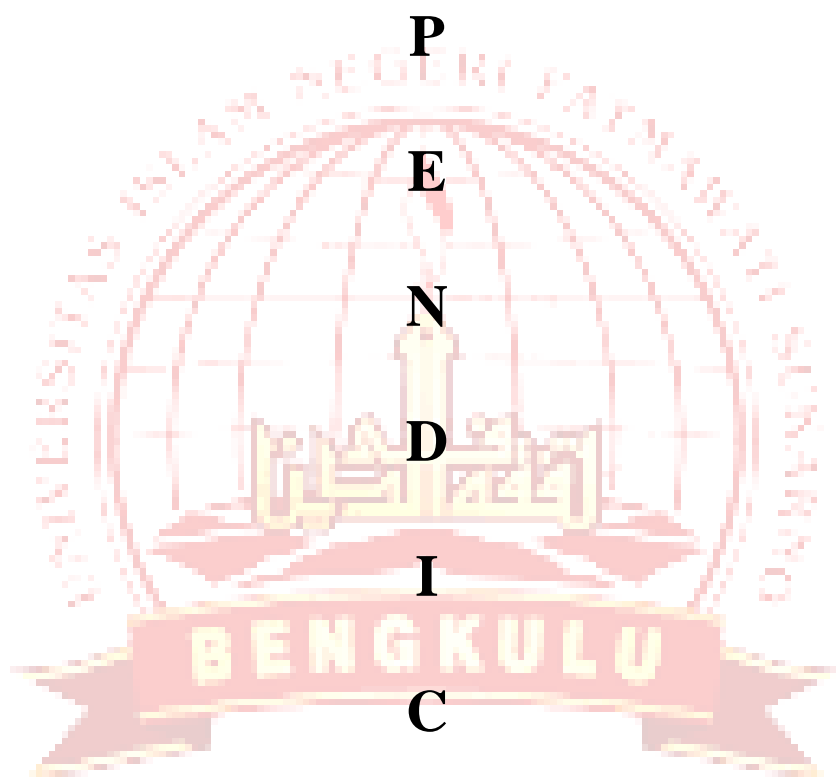
Appendix 1 The Outline of Questionnaire Students' Perception

Grid Questions of the Students Perception of Cooperative Learning with Think-Pair-Share Strategy in Teaching English Speaking.

No	Aspects	Indicators	Items
1	2	3	4
1.	Students perception on the use of Cooperative Learning with Think–Pair–Share strategy	Think-Pair-Share	1, 2, 4, 5, 6, 7, 8, 9, 10
2.	Cooperative Learning with Think–Pair–Share strategy in Teaching English Speaking	Pronunciations	11, 12
		Grammar	13, 14
		Vocabulary	15, 16
		Fluency	17, 18
		Comprehension	19, 20

Appendix 2 Questionnaire

Form to Identify the Grid Questions of The Students' Perception of Cooperative Learning with Think-Pair-Share Strategy in Teaching English Speaking.

Name :
Class :
DIRECTIONS:
1. Read the following statements carefully
2. Choose the answer that fits on your situations
3. The answer your choose will not give effect the value of your lesson
4. Complete the questionnaire seriously
5. Put a checklist($\sqrt{}$) in the column that suits that suits your conscience the following:
Strongly Agree (SA)
Agree (A)
Neutral (N)
Disagree (D)
Strongly Disagree (SD)

No	Questionnaire	SA	A	N	D	SD
1.	Think–Pair–Share strategy made the class of English learning more interesting					
2.	The think-Pair-Share strategy enables me to participate in sharing information, making decisions, and solving the problem in learning English					
3.	Think–Pair–Share strategy can encourage my motivation to learn English speaking					
4.	I can work well without feeling under pressure through the Think–Pair–					

	Share strategy					
5	Think-Pair-Share strategy activities teach me to appreciate other people's opinion					
6.	I feel intellectually challenged in learning English through the Think-Pair-Share strategy					
7.	I can express my idea while using the Think–Pair–Share strategy in learning English					
8.	I like the teacher's intervention when we do group work					
9.	The Think–Pair–Share strategy activities make me train responsibility in the tasks					
10.	Doing group activities of Think–Pair–Share strategy in class, can give the opportunity to freely ask					
11.	I think through the Think-Pair-Share that is used by English teacher, I can learn how to pronounce English sentences correctly in speaking English					
12.	In my view the Think–Pair–Share strategy is an effective way to learn pronunciation in English speaking					
13.	In the process of discussion, the teacher helps to fix my grammar when speaking in small groups on the Think-Pair-Share strategy					

14.	In my opinion, the Think-Pair-Share strategy used by the teacher makes it easier to arrange words in speaking English					
15.	The activities of small group work of the Think-Pair-Share strategy used by the teacher, help me learn new English words during the discussion					
16.	It is easy for me to convey my thought in speaking English through the Think–Pair–Share strategy, because I can memorize a lot of vocabulary					
17	By using some class discussions in a group on the Think-Pair-Share strategy, I can speak fluently in speaking English					
18	I am confident in learning to speak English using the TPS strategy used by the English teacher					
19.	The Think-Pair-Share strategy used by the teacher, makes me understand some of the short conversations during the discussion with another group					
20.	In the learning process by using the Think-Pair-Share strategy, I gave the response to my friend using English					

Appendix 3 The Students Answer of the Questionnaire

Form to Identify the Grid Questions of The Students' Perception of Cooperative Learning with Think-Pair-Share Strategy in Teaching English Speaking.

Name : Pen Nakati
Class : VIII F
DIRECTIONS:
1. Read the following statements carefully
2. Choose the answer that fits on your situations
3. The answer your choose will not give effect the value of your lesson
4. Complete the questionnaire seriously
5. Put a checklist($\sqrt{}$) in the column that suits that suits your conscience the following:
Strongly Agree (SA)
Agree (A)
Neutral (N)
Disagree (D)
Strongly Disagree (SD)

No	Questionnaire	SA	A	N	D	SD
1.	Think–Pair–Share strategy made the class of English learning more interesting				✓	
2.	The think-Pair-Share strategy enables me to participate in sharing information, making decisions, and solving the problem in learning English			✓		
3.	Think–Pair–Share strategy can encourage my motivation to learn English speaking		✓			
4.	I can work well without feeling under pressure through the Think–Pair–Share strategy		✓			
5	Think-Pair-Share strategy activities teach me to appreciate other people's opinion			✓		
6.	I feel intellectually challenged in learning English through the Think-Pair-Share strategy			✓		
7.	I can express my idea while using the Think–Pair–Share strategy in learning English				✓	
8.	I like the teacher's intervention when we do group work	✓				
9.	The Think–Pair–Share strategy activities make me train responsibility in the tasks			✓		
10.	Doing group activities of Think–Pair–Share strategy in class, can give the opportunity to freely ask			✓		

No.	Statement					
11.	I think through the Think-Pair-Share that is used by English teacher, I can learn how to pronounce English sentences correctly in speaking English	✓				
12.	In my view the Think–Pair–Share strategy is an effective way to learn pronunciation in English speaking		✓			
13.	In the process of discussion, the teacher helps to fix my grammar when speaking in small groups on the Think-Pair-Share strategy		✓			
14.	In my opinion, the Think-Pair-Share strategy used by the teacher makes it easier to arrange words in speaking English			✓		
15.	The activities of small group work of the Think-Pair-Share strategy used by the teacher, help me learn new English words during the discussion		✓			
16.	It is easy for me to convey my thought in speaking English through the Think–Pair–Share strategy, because I can memorize a lot of vocabulary		✓			
17	By using some class discussions in a group on the Think-Pair-Share strategy, I can speak fluently in speaking English		✓			
18	I am confident in learning to speak English using the TPS strategy used by the English teacher			✓		
19.	The Think-Pair-Share strategy used by the teacher, makes me understand some of the short conversations during the discussion with another group				✓	
20.	In the learning process by using the Think-Pair-Share strategy, I gave the response to my friend using English		✓			

Appendix 4 The Item Score of Questionnaire

No	X_1	X_2	X_3	X_4	X_5	X_6	X_7	X_8	X_9	X_10	X_11	X_12	X_13	X_14	X_15	X_16	X_17	X_18	X_19	X_20
1	4	4	2	4	4	5	5	4	5	5	4	5	5	5	4	1	1	4	5	3
2	5	3	3	3	4	4	4	4	3	3	5	5	3	3	3	2	2	3	4	5
3	3	1	5	2	2	3	1	3	2	4	2	4	5	2	1	3	4	2	4	2
4	3	3	2	4	3	4	3	4	4	3	4	4	4	5	2	3	3	5	5	4
5	3	3	4	3	3	4	3	4	3	3	4	4	3	3	3	4	4	3	4	2
6	2	4	1	2	2	4	2	3	1	1	1	1	2	4	3	1	2	1	4	4
7	4	4	2	2	4	3	3	4	4	3	3	4	3	4	4	4	3	4	4	3
8	3	3	3	3	4	1	5	5	3	2	4	3	5	3	4	4	4	4	5	4
9	4	3	4	4	4	3	4	3	4	2	2	3	4	3	3	4	4	3	3	3
10	3	3	4	3	4	4	4	3	3	4	4	4	4	5	4	4	4	4	2	4
11	3	3	4	2	3	4	3	4	3	3	4	3	3	4	3	4	2	3	4	3
12	3	3	3	3	3	4	3	4	3	4	2	3	3	4	3	3	3	3	2	3
13	4	4	2	2	3	2	2	4	2	1	2	2	4	5	5	4	2	3	1	2
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23	5	5	4	5	5	3	4	4	5	5	5	4	5	5	5	4	4	3	2	4
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27	4	3	2	4	4	3	4	1	5	3	4	3	4	4	4	4	4	4	2	4
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42	4	4	2	4	4	4	4	3	4	4	4	4	4	3	4	4	4	4	4	4

Appendix 5 The Tried Out Item Questionnaire

No	X_1	X_2	X_3	X_4	X_5	X_6	X_7	X_8	X_9	X_10	X_11	X_12	X_13	X_14	X_15	X_16	X_17	X_18	X_19	X_20	X_21	X_22	X_23	X_24	X_25	X_26	X_27	X_28	X_29	X_30
1	5	4	4	5	4	5	4	5	4	5	4	3	3	4	5	5	5	4	3	5	5	4	4	4	5	4	4	5	5	5
2	4	5	4	4	3	4	2	4	4	4	3	2	4	3	4	3	2	4	2	3	2	3	4	3	4	3	2	3	3	3
3	4	4	4	4	4	3	4	2	2	4	4	4	4	4	2	4	4	4	4	2	4	4	4	3	4	4	4	3	3	4
4	4	4	5	5	3	4	3	4	4	5	4	3	4	2	4	3	4	3	1	5	3	1	5	5	5	2	3	5	2	3
5	4	4	2	2	5	3	4	2	5	1	4	4	5	2	5	4	5	4	1	2	4	4	4	4	4	4	4	4	4	5
6	3	3	5	4	4	4	4	4	4	4	4	3	5	3	5	3	3	3	3	3	4	4	4	3	3	4	3	4	3	4
7	5	4	4	4	2	5	4	4	4	4	4	2	4	4	4	2	5	5	4	5	4	4	3	4	4	4	5	1	4	5
8	5	5	4	4	5	4	4	4	3	5	3	3	4	3	5	3	5	5	1	3	1	3	5	5	4	5	4	4	4	5
9	4	2	3	5	1	2	3	5	2	4	4	2	1	3	5	2	2	4	5	5	2	4	3	2	1	4	3	1	2	1
10	4	4	5	4	3	5	5	4	4	3	4	2	4	3	5	4	4	2	4	3	4	3	4	4	3	4	4	5	3	5
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15	5	4	4	4	3	5	3	3	4	4	4	3	4	3	4	3	4	5	3	3	4	3	4	3	3	4	3	4	4	4
16	5	4	4	5	4	5	2	4	3	4	4	3	4	2	4	2	4	4	4	4	1	2	4	4	4	2	4	2	2	4
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18	4	3	4	3	1	3	1	4	3	3	3	1	5	3	5	5	5	3	3	3	1	3	3	1	3	3	1	1	1	3
19	5	5	5	5	5	5	1	5	5	5	5	1	5	5	5	4	5	5	1	5	1	1	5	5	5	1	5	1	1	5
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26	3	3	3	3	3	5	3	2	3	3	3	3	3	1	2	2	1	1	3	3	3	3	3	4	3	5	5	5	4	3
27	5	4	3	4	4	4	2	4	4	4	3	2	3	2	4	2	4	4	2	4	2	2	4	4	5	4	4	2	3	4
28	3	4	4	4	4	4	2	4	4	4	4	2	4	2	4	2	4	4	2	4	2	2	4	4	4	2	4	2	2	4
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30	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
31	5	4	5	5	3	4	2	4	4	4	3	2	4	2	5	3	5	4	2	4	1	1	4	3	4	1	5	1	2	4
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35	4	4	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	2	2	4	4	4	4	2	4	2	2	4

Appendix 6 The Validity of Questionnaire Result
Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X_1	101.34	190.232	.301	.878
X_2	101.23	186.711	.607	.872
X_3	100.97	192.911	.280	.878
X_4	101.03	192.029	.316	.878
X_5	101.66	184.173	.535	.873
X_6	101.29	182.798	.605	.871
X_7	102.17	187.911	.363	.877
X_8	101.54	189.020	.382	.876
X_9	101.46	187.079	.553	.873
X_10	101.20	191.224	.320	.877
X_11	101.29	191.916	.409	.876
X_12	102.54	190.844	.268	.879
X_13	101.37	188.240	.411	.876
X_14	102.20	187.047	.476	.874
X_15	100.97	187.087	.548	.873
X_16	102.03	189.617	.320	.878
X_17	101.29	184.387	.508	.873
X_18	101.40	185.894	.483	.874
X_19	102.49	194.787	.106	.884
X_20	101.34	187.585	.459	.875
X_21	102.40	182.894	.427	.876
X_22	102.29	190.387	.243	.880
X_23	101.20	188.753	.465	.875
X_24	101.29	186.328	.452	.875
X_25	101.40	182.659	.608	.871
X_26	101.83	188.911	.313	.878

X_27	101.37	183.711	.572	.872
X_28	102.11	186.281	.300	.880
X_29	102.31	185.457	.465	.874
X_30	101.31	179.457	.754	.868

$t_{calculated} > t_{table} = $ **VALID**

$r_{table} = 0.3338$

Appendix 7 The T-table

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

Appendix 8 : The Students list sample of the Second Grade in MTs Al-Qur'an Harsallakum

DAFTAR ABSENSI SISWA
MTs AL-QUR'AN HARSALLAKUM
SEMESTER GANJIL TAHUN AJARAN 2022-2023

MATA PELAJARAN   :
KELAS / SEMESTER   : 8 E / 1 (SATU)

NO	NAMA SISWA	HARI DAN TANGGAL			KET		
					S	A	I
1	Aaqilah Najwa						
2	Amiyuna Asmawarandani Haviya						
3	Dhabbiyah Bafilla Gaitsa						
4	Chilla Alis Maesya						
5	Dinda Anita						
6	Fiorenza Zaafarni						
7	Frilika Nur Rahayu Ana						
8	Florena Deshaira						
9	Intan Azimatunnikah Manohara						
10	Jasmin Firdausi Brilian Rilovi						
11	Khairunniza						
12	Marsya Anaya Eka Zahra						
13	Miftah Rizqiya						
14	Nadzirah Zakia Rhamadani						
15	Nasyabilla Angelica						
16	Nasywa Hijmatul Maula						
17	Ratu Amalia Tiara Maghfiroh						
18	Septria Adilia Fitri						
19	Stefanka Naja Aquinoza						
20	Tsabitah Meisya Nasmi						
21							
22							
23							
24							
25							

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Guru Mata Pelajaran

…………………………….

DAFTAR ABSENSI SISWA
MTs AL-QUR'AN HARSALLAKUM
SEMESTER GANJIL TAHUN AJARAN 2022-2023

MATA PELAJARAN   :
KELAS / SEMESTER   : 8 F / 1 (SATU)

NO	NAMA SISWA	HARI DAN TANGGAL																		KET		
																				S	A	I
1	Aprilia Nur Aisyah																					
2	Aurel Hidayatullah																					
3	Aureliia Meisyi Narsyah																					
4	Azizah Syafitri																					
5	Chilza Carisya Putri																					
6	Dea Natali																					
7	Firzanna Aulia Khairunnisa																					
8	Ghea Anggola																					
9	Karinaya Syahira Alisya																					
10	Luthfia Safila																					
11	Malikha Rahadatul Aisy																					
12	Manesah																					
13	Nasifa Zaskya Azalhea																					
14	Nayla Azka'un Nisa																					
15	Nayya Faiha Sakhi																					
16	Nikkita Alivia Syafana																					
17	Rizki Rahmi Hidayatul Khoiri																					
18	Sahbrina Qonita																					
19	Sri Jahandini																					
20	Syahlah Nur Almaqvira																					
21	Tiara Apriliani																					
22	Zahra Rana Apandi																					
23																						
24																						
25																						

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……………………………

Appendix 9 The Pictures of Research

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Uswatun Nur Khasanah
Tempat, Tanggal Lahir : Karang Pulau, 11 Oktober 1999
Fakultas : Tarbiyah dan Tadris
Pragram Studi : Tadris Bahasa Inggris
NIM : 1811230059

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2. Karya tulis ini murni gagasan dan pemikiran sendiri, tanpa bantuan yang tidak sah dari pihak lain, kecuali dari tim pembimbing.

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Uswatun Nur Khasanah
NIM. 1811230059

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Nama	: Uswatun Nur Khasanah
NIM	: 1811230059
Program	: Tadris Bahasa Inggris
Judul Skripsi	: The Students Perception of Cooperative Learning With Think-Pair-Share Strategy in Teaching English Speaking (A Descriptive Quantitative Study for the Second Grade Students' in MTs Al-Qur'an Harsallakum in Academic Year 2022)

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Universitas Islam Negeri Fatmawati Sukarno dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiwa/NIM	Prodi	Judul
1	Dr. H Ali Akbarjono, M.Pd 197509252001121004	P I	Uswatun Nur Khasanah	TBI	The Students' Perception in Implementing Blended Learning Model During Covid-19 Pandemic (A Case Study of Students' Third semester in English Education Department at IAIN Bengkulu)
2	Pebri Prandika Putra, M.Hum 198902032019031003	P II	1811230059		
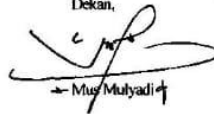
Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan

penyusunan draf skripsi, penelitian,hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang

tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 24 Januari 2022

Dekan,

Mus Mulyadi

<u>Tembusan:</u>
1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip

SURAT PERNYATAAN PERUBAHAN JUDUL

Dengan Ini Saya
Nama   : Uswatun Nur Khasanah
NIM   : 1811230059
Jurusan/Prodi : Tadris/Tadris Bahasa Inggris

Yth. Ketua Jurusan
Tadris Bahasa Inggris
UIN Fatmawati Sukarno Bengkulu

Judul skripsi : **The Students's Perception in Implementing Blended Learning Model During Covid-19 Pandemic** (A Case Study of Students' Third Semester in English Education Department at IAIN Bengkulu)

Menyatakan pengajuan perbaikan judul skripsi dengan alasan :
1. Tidak berlakunya pembelajaran secara online di sekolah
2. Objek penelitian Blended Learning menggunakan sistem pembelajaran online dan offline

Perubahan judul yang disarankan pembimbing : **The Students' Perception of Cooperative Learning: with Think–Pair–Share Strategy in Learning English** (A Descriptive Quantitative Study for the Second Grade Students' in MTs Al-Qur'an Harsallakum in Academic Year 2022)

Demikian surat pernyataan ini dibuat sebagai syarat untuk perbaikan judul skripsi, kepada tim pemantau Skripsi Jurusan Tadris Bahasa Inggris. Saya ucapkan terima kasih.

Bengkulu,   2022

Disetujui oleh :
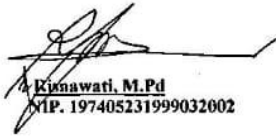
Pembimbing 1

Dr. H. Ali Akbarjono, M.Pd
NIP. 197509252001121004

Pembimbing II

Pebri Prandika Putra, M.Hum
NIP. 198902032019031003

Diketahui oleh
Ketua Jurusan

Risnawati, M.Pd
NIP. 197405231999032002

Nomor : 2941 /Un.23/F.II/PP.00.9/06/2022
Lamp. : -
Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Dr. Adisel, M.Pd (Penyeminar I)

2. Fery Susanto.M.Pd (Penyeminar II)

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Kamis, 16 Juni 2022

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Uswatun Nur Khasanah 1811230059	08.00-09.00 WIB	The Students' Perception Of Cooperative Learning With Think-Pair-Share Strategy In Teaching English Speaking (A Case Study Quantitative For The Second Grade Students' In MTS Al-Qur'an Harsallakum In Academic Year 2022)
2.	Tias Wiji Lestari 1811230064	09.00-10.00 WIB	The Use of Project Based Learning As A Social Strategy In Improving The Vocabulary Mastery of 8th Graders At SMPN 10 Kota Bengkulu
3.	Widi Astuti 1811230085	10.00-11.00 WIB	Promoting Students Critical Thinking Skill By Using Role-Play Strategy (A Classroom Action Research At 2nd Grade Students of SMPN 07 Kota Bengkulu In Academic Year 2022/2023)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 15 Juni 2022
An. Dekan,
Wakil Dekan I,

4 Edi Ansyah

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Uswatun Nur Khasanah, NIM : 1811230059 yang berjudul **"THE STUDENTS' PERCEPTION OF COOPERATIVE LEARNING WITH THINK-PAIR-SHARE STRATEGY IN TEACHING ENGLISH SPEAKING** (A Descriptive Quantitative Study for the Second Grade Students' in MTs Al-Qur'an Harsallakum in Academic Year 2022)**"**. Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Kamis,16 Juni 2022
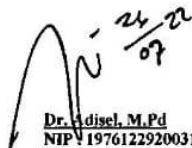
Pukul : 08.00 s/d selesai
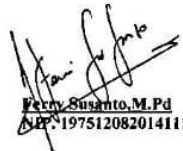
Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, 2022

Penyeminar I   Penyeminar II

Dr. Adisel, M.Pd   **Ferry Susanto, M.Pd**
NIP : 19761229200312000   NIP : 197512082014111001

Nomor : 4068/Un.23/F.II/PP.00.9/12/2022   Bengkulu, 16 Desember 2022
Lampiran : -
Perihal : Jadwal Munaqasyah Skripsi

Kepada Yth.
1. Risnawati, M.Pd
   (Ketua)
2. Andriadi, M.A
   (Sekretaris)
3. M. Arif Rahman Hakim, Ph.D
   (Penguji I)
4. Anita, M.Hum
   (Penguji II)

Assalamu'alaikum Warohmatullahi Wabarokatuhu
Dengan ini kami sampaikan jadwal Munaqasyah Skripsi Mahasiswa Prodi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno (UIN FAS) Bengkulu pada:

Hari / Tanggal : Selasa, 20 Desember 2022
Tempat : Ruang Munaqosah Jurusan Tadris Lantai 3 Dekanat.

NO	NAMA / NIM	WAKTU (WIB)	JUDUL
1.	Yeki Oktavia 1811230122	08.00-09.00	Using Informtion Gap Activites To Improve English Speaking Skil (A Classroom Action Research On Eleventh Grade Students Of SMPN 6 Bengkulu City For The Academic Year 2021/2022)
2.	Dwi Fitri 1811230108	09.00-10.00	Reading Activities In English Textbook Based On Revised Bloon's Taxonomy Used In Curriculum 2013 (A Content Analysis On English Textbook Used At The Ninth Grade Of Smp Negeri 15 Kota Bengkulu)
3.	Uswatun Nur Khasanah 1811230059	10.00-11.00	The students' perception of Cooperative Learning with Think-Pair-Share Strategy in Teaching English Speaking (A Descriptive Quantiative Study for the Second Grade Students' in MTs Al-Qur'an Harsallakum in AcademicYear 2022)
4.	Enyla Rama Rani 1611230111	11.00-12.00	Student's Lexical Mastery of Collocation and Their Reading Comprehension Achievement (A Correlation Study in English Department at Fifth Semester Of UIN Fatmawati Sukarno Bengkulu)

Demikian jadwal ini disampaikan, untuk dilaksanakan sebagaimana mestinya.

Dekan,

Mus Mulyadi

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Website: www.uinfasbengkulu.ac.id

Nomor   : 1965 / Un.23/F.II/TL.00/07/2022   8   Juli 2022
Lampiran : 1 (satu) Exp Proposal
Perihal   : **Permohonan izin observasi**

Kepada Yth,
Kepala MTs PANCASILA
Di –
   Bengkulu

Assalamu'alaikum Warahmatullah Wabarakatuh.

Sehubungan dengan pengumpulan data dan hal lain yang dianggap perlu guna menyelesaikan pembuatan proposal skripsi *Program Studi Tadris Bahasa Inggris* kami mengharap Bapak/Ibu berkenan untuk mengizinkan mahasiswa kami:
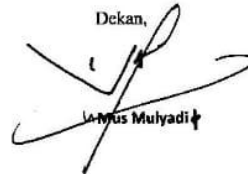
No	Nama Mahasiswa	NIM	Prodi/Semester
1.	Uswatul Nur Khasanah	1811230059	TBI/ 8

Untuk mengadakan kegiatan observasi pada tanggal 11 s/s 12 Juli 2022 di sekolah yang Bapak/Ibu Pimpin.

Demikian surat permohonan ini kami sampaikan, atas bantuan dan kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan,

Mus Mulyadi

YAYASAN SEMARAK BENGKULU

الـتـعـــــــلـيـم الإســـــلامـن بلـنـــفـا ســـــــيلا

PONDOK PESANTREN PANCASILA BENGKULU
MADRASAH TSANAWIYAH (MTs) PANCASILA
TERAKREDITASI B Nomor : 532/BAP-SM/KP/XI/2017-TGL. 19 NOVEMBER 2017
Jalan Rinjani Jembatan Kecil ☎(0736) 20262 NPSN 10704079 NSM 12121771001

SURAT KETERANGAN SELESAI PENELITIAN
Nomor :TSP.205.001/1072 /VII/2022

Berdasarkan Surat dari Institut Agama Islam Negeri (IAIN) Bengkulu nomor: 2965/Un.23/F.II/TL.00/07/2022 tanggal 8 Juli 2022 Perihal Permohonan Izin Observasi, Maka Kepala Madrasah Tsanawiyah (MTs) Pancasila Kota Bengkulu :

Nama	: Emi Liyanti, M.Pd.
NIP	: 041510008
Jabatan	: Kepala Sekolah MTs Pancasila

Dengan ini menerangkan dengan sesungguhnya bahwa :

Nama	: Uswatun Nur Khasanah
NIM	: 1811230059
Program Studi	: Tadris Bahasa Inggris
Waktu Penelitian	: 18 s/d 20 Juli 2022

Bersama ini kami sampaikan bahwa Mahasiswa tersebut diatas telah selesai mengadakan Penelitian di Madrasah Tsanawiyah Pancasila (MTs) Pondok Pesantren Pancasila.

Demikian Surat Keterangan ini kami buat, untuk dapat di pergunakan sebagaimana mestinya.

Bengkulu, 19 Juli 2022
Kepala Madrasah

Emi Liyanti, M.Pd
NIP. 041510008

Nomor   : 3608 / Un.23/F.II/TL.00/08/2022   12 Agustus 2022
Lampiran : 1 (satu) Exp Proposal
Perihal   : Mohon izin penelitian

Kepada Yth,
Kepala MTs Al-Qur'an Harsallakum
Di –
    Kota Bengkulu

Assalamu'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul *"THE STUDENTS' PERCEPTION OF COOPERATIVE LEARNING WITH THINK-PAIR-SHARE STRATEGY IN TEACHING ENGLISH SPEAKING (A Descriptive Quantitative Study For The Second Grade Students' In MTs Al-Qur'an Harsallakum In Academic Year 2022)".*

Nama	:	Uswatun Nur Khasanah
NIM	:	1811230059
Prodi	:	Tadris Bahasa Inggris (TBI)
Tempat Penelitian	:	MTs Al-Qur'an Harsalakum Kota Bengkulu
Waktu Penelitian	:	15 Agustus s/d 16 September 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan,

Mus Mulyadi

SURAT KETERANGAN SELESAI PENELITIAN
Nomor : 380 /MTs-PPAH/09/2022

Yang bertanda tangan dibawah ini :

Nama   : **Mursyidah IIS, S.H.I**

Jabatan   : Kepala MTs Al Qur'an Harsallakum

Menerangkan bahwa :

Nama   : **Uswatun Nur Khasanah**

NIM   : 1811230059

Prodi   : Tadris Bahasa Inggris (TBI)

Judul peneliatian   : *"The Students Perception of Cooperative Learning with Think-Pair-Share Strategy in Teaching English Speaking (A Descriptive Quantitative Study For The Second Grade Students' in MTs Al Qur'an Harsallakum in Academic Year 2022)".*

Waktu Penelitian   : 15 Agustus s/d 16 September 2022

Benar-benar telah mengadakan kegiatan penelitian di lingkungan di Pondok Pesantren Al Qur'an Harsallakum Kota Bengkulu.

Demikian surat keterangan selesai penelitian ini dibuat dengan sebenarnya, dan dapat dipergunakan sebagaimana mestinya. Atas perhatian dan kerjasama yang baik, kami ucapkan terima kasih.

Bengkulu,   <u>12 September 2022</u> M
              15 Shaffar   1444 H

Kepala Madrasah

Mursyidah HS, S.H.I

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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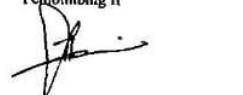Website: www.iainbengkulu.ac.id

SURAT TUGAS
DEKAN FAKULTAS TARBIYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI (UIN) FATMAWATI SUKARNO BENGKULU
Nomor :\72.$ /Un.23/F.II/PP.00.9/03/2022
Tentang
Penetapan Dosen Penguji

Ujian komprehensif mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu atas:

Nama Mahasiswa : Uswatun Nur Khasanah
NIM : 1811230059
Jurusan/Prodi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dengan ini memberi tugas kepada nama-nama yang tercantum pada kolom 2 untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kolom 3 dengan indicator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut di atas

NO	PENGUJI	ASPEK	INDIKATOR
1.	M. Hidayaturrahman, M.Pd.I	Kompetensi UIN	a. Kemampuan membaca Al Qur'an b. Kemampuan menulis arab c. Hafalan surat-surat pendek (Ad-Dhuha s/d An- Nas)
2	M.Arif Rahman Hakim,Ph.D	Kompetensi Jurusan/Prodi	a. Hafalan ayat dan hadist yang berhubungan dengan pendidikan b. Language skill, vocabulary, grammar, speaking, writing, reading c. Linguistics: psycholinguistics, sociolinguistics, phonology, semantic d. Teaching skill, TELT, LTR, ESP, CMD
3	Anita, M.Hum	Kompetensi Keguruan	a. Kemampuan memahami UU/ PP yang berhubungan dengan Sistem Pendidikan Nasional b. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran c. Kemampuan memahami Metodologi, Media, dan Sistem Evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif tersebut dilaksananakan dengan ketentuan sebagai berikut:
1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa menghadap dan menyatakan kesediannya untuk diuji.
2. Pelaksanaan ujian dimulai paling lambat 1(satu) minggu setelah diterimanya SK Pembimbing skripsi dan surat tugas penguji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 (satu) minggu sebelum ujian munaqasyah dilaksanakan
3. Skor nilai ujian komprehensif adalah 60 s/d 100
4. Dosen penguji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS
5. Angka kelulusan ujian komprehensif adalah kelulusan setiap aspek (bukan nilai rata-rata)
Demikianlah surat tugas ini dikeluarkan dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Bengkulu, 31 Maret 2022
Dekan,

Mus Mulyadi

Tembusan :
Yth, Wakil Rektor 1

Nama Mahasiswa	: Uswatun Nur Khasanah	Pembimbing II	: Pebri Prandika Putra, M.Hum
NIM	: 1811230059	Judul Skripsi	: The Student's Perception of Cooperative learning with Think-Pair-Share Strategy In Teaching English Speaking
Jurusan	: Tadris Bahasa		
Program Studi	: Tadris Bahasa Inggris		

No	Hari/ Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1.	23 Agustus 2022		- Perbaikan BAB I	
2.	25 Agustus 2022		- Perbaikan BAB I	
3.	26 Agustus 2022		- penambahan diagram BAB IV	
4.	29 Agustus 2022		- perbaikan discussion BAB IV	
5.	31 Agustus 2022		- Penambahan referensi	
6.	2 September 2022		- hubungan discussion dan rumusan masalah	
7.	5 september 2022		- perbaikan BAB V conclusion	
8.	6 september 2022		- Perbaikan grammar	
9.	8 september 2022		- ACC	

Mengetahui
Dekan

Dr. Mus Mulyadi, S. Ag, M. Pd
NIP. 197805142000031004

Bengkulu, 8 September 2022
Pembimbing II

Pebri Prandika Putra, M.Hum
NIP. 198902032019031003

Nama Mahasiswa	: Uswatun Nur Khasanah	Pembimbing I	: Dr. H. Ali Akbarjono, M.Pd
NIM	: 1811230059	Judul Skripsi	: The Students' Perception of Cooperative Learning with Think - Pair- Share Strategy In Teaching English Speaking
Jurusan	: Tadris Bahasa		
Program Studi	: Tadris Bahasa Inggris		

No	Hari/ Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1.	9 September 2022	Chapter 1 - 5	*(handwritten notes)*	*(initials)*

Mengetahui
Dekan

Dr. Mus Mulyadi, S. Ag, M. Pd
NIP. 197005142000031004

Bengkulu, 9 September 2022
Pembimbing I

Dr. H. Ali Akbarjono, M.Pd
NIP. 197509252001121004

Nama Mahasiswa	: Uswatun Nur Khasanah	Pembimbing I	: Dr. H. Ali Akbarjono, M.Pd
NIM	: 1811230059	Judul Skripsi	: The student's Perception
Jurusan	: Tadris Bahasa		of Cooperative Learning
Program Studi	: Tadris Bahasa Inggris		with Think-Pair- Share
			Strategy in Teaching
			English Speaking

No	Hari/ Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
2.	12 September 2022	Chapter I -IV	check again some error ful in surence e paragh.	A
			revise as argued	A
			complete whole document needed	A
			Acc to regon for the exam.	A

Mengetahui
Dekan

Dr. Mus Mulyadi, S. Ag, M. Pd
NIP. 197005142000031004

Bengkulu, 12 September 2022
Pembimbing I

Dr. H. Ali Akbarjono, M.Pd
NIP. 197509252001121004

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UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
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Telepon (0736) 51276-51171-51171 Faksimili (0736) 51276-51171-51171
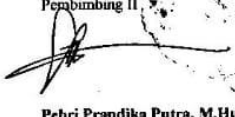~ Website : www.iainbengkulu.ac.id

Nama Mahasiswa	: Uswatun Nur Khasanah	Pembimbing II	: Pebri Prandika Putra, M.Hum
NIM	: 1811230059	Judul Skripsi	: The Students' Perception of Cooperative Learning Strategy in Learning English
Jurusan	: Tadris Bahasa		
Program Studi	: Tadris Bahasa Inggris		

No	Hari/ Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1.	1 Februari 2022	- Pengajuan judul	Revisi	
2.	15 Februari 2022	- Perbaikan judul - Penggunaan tenses	Revisi	
3.	22 Februari 2022	- Tambahkan background of study - Tambahkan previous study - Tambahkan metode pengambilan sample	Revisi	
4.	1 Maret 2022	- Tambahkan gap analysis di previous study	Revisi	
5.	10 Maret 2022	- Tambahkan jumlah populasi dan sample - questionnaire	Revisi	
6.	24 Maret 2022	- Tambahkan validity dan reliability - Tambahkan trustworthiness	Revisi	
7.	31 Maret 2022	- Tambahkan questionnaire	Revisi	
8.	4 April 2022	ACC Bab I - III	ACC	

Mengetahui
Dekan

Dr. Mus Mulyadi, S. Ag, M. Pd
NIP. 197005142000031004

Bengkulu, ...
Pembimbing II

Pebri Prandika Putra, M.Hum
NIP. 198902032019031003

Nama Mahasiswa	: Uswatun Nur Khasanah	Pembimbing I	: Dr. H. Ali Akbarjono, M.Pd
NIM	: 1811230059	Judul Skripsi	: The Students Perception Of Cooperatve learning with think pair-share Strategy in teaching english Speaking
Jurusan	: Tadris Bahasa		
Program Studi	: Tadris Bahasa Inggris		

No	Hari/ Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1.	8 April 2022		- Perbaikan judul	
2.	13 April 2022		- Variabei - Sintesa - Indikator	
3.	19 April 2022	Proposal	Relive how to draw argument reduction of each argen meirg:	

Mengetahui
Dekan

Dr. Mus Mulyadi, S. Ag, M. Pd
NIP. 197005142000031004

Bengkulu, 24 Mei 2022
Pembimbing I

Dr. H. Ali Akbarjono, M.Pd
NIP. 197509252001121004

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UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
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Telepon (0736) 51276-51171-51171 Faksimili (0736) 51276-51171-51171
Website : www.iainbengkulu.ac.id

Nama Mahasiswa	: Uswatun Nur Khasanah	Pembimbing I	: Dr. H. Ali Akbarjono, M.Pd
NIM	: 1811230059	Judul Skripsi	· The Students' Perception of
Jurusan	: Tadris Bahasa		Cooperative learning with
Program Studi	: Tadris Bahasa Inggris		think-Pair-share Strategy in teaching English speaking

No	Hari/ Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
5.	24 Mei 2022		*(handwritten)*	Δ
			(handwritten)	V
			(handwritten)	╱

Mengetahui
Dekan

Dr. Mus Mulyadi, S. Ag, M. Pd
NIP. 197005142000031004

Bengkulu, 24 Mei 2022
Pembimbing I

Dr. H. Ali Akbarjono, M.Pd
NIP. 197509252001121004

Nama Mahasiswa	: Uswatun Nur Khasanah	Pembimbing I	: Dr. H. Ali Akbarjono, M.Pd
NIM	: 1811230059	Judul Skripsi	: The Students Perception of Coopera-
Jurusan	: Tadris Bahasa		tive learning with think-pair-
Program Studi	: Tadris Bahasa Inggris		Share strategy in teaching english
			Speaking

No	Hari/ Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
4.	17 Mei 2022	proposal	*(handwritten notes)*	

Mengetahui
Dekan

Dr. Mus Mulyadi, S. Ag, M. Pd
NIP. 197005142000031004

Bengkulu, 24 Mei 2022
Pembimbing I

Dr. H. Ali Akbarjono, M.Pd
NIP. 197509252001121004

KARTU HADIR SEMINAR PROPOSAL SKRIPSI

Nama Mahasiswa : Uswatun Nur Khasanah

Nomor Induk Mahasiswa : 1911330073

Prodi :

NO	Hari/Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Senin, 23 Mei 2022		Ruttia Hasanah	1911330103	The correlation between students reading habits and their reading skill	
2	Senin, 23 Mei 2022		Felit Ros. Agatta	1911730160	Students' attitude and anxiety in Speaking class	
3	Senin, 23 Mei 2022		Anggun Kurnianti	1911330244	Investigating the Speech function it makes when experienced teachers' talk in EFL classroom	
4	Senin, 23 Mei 2022		Zecca Pujista	1911230026	The influence of English Subtitled content video in teaching Speaking	
5	Senin, 23 Mei 2022		New Sudarmi Puri	1911230078	Small learning interest a week some students in general EFL Senior	
6						

Ketua Jurusan Bahasa

Risnawati, M.Pd
NIP. 197405231999032002

Bengkulu,

Ko. Prodi Tadris Bahasa Inggris

Feny Martina, M.Pd
NIP. 198703242015032002