

**THE EFFECTIVENESS OF COOPERATIVE LEARNING
THINK PAIR SHARE TYPE TO TEACH QUANTIFIERS
(An Experimental Study With Eight Grade students of SMP N 23 Semarang
in the Academic Year 2009/2010)**

THESIS

**Submitted in Partial Fulfillment of
the Requirement for Degree of Bachelor
of Islamic Education in English Language Education**



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ABSTRACT

Abdul Khalim (Student Number: 3105257). The Effectiveness of Cooperative Learning Think Pair Share Type To Improve Students' Understanding on Quantifier (An Experimental Research with the Eight Grade of SMP N 23 Semarang in the Academic Year of 2009/2010). Thesis, Semarang: Bachelor program of English Language Education of Walisongo State Institute for Islamic Studies, 2010.

Key Words: Quantifier, think pair share, teaching quantifier.

The main objective of this study is to find out the implementation of cooperative learning think pair share type, the result of students achievement before and after using cooperative learning think pair share type and the effectiveness of cooperative learning think pair share type to improve students' understanding on quantifier in the eight grade students of SMP N 23 Semarang.

The method of the research is experimental study. The data were obtained by giving test to the experimental class and control class after giving a different learning to both classes. The teacher gave three times teaching to both classes.

The number of the subjects was thirty in each class. They were VIII D is as experimental class (the students who were taught using think pair share), VIII E is as control class (the students who are not taught using think pair share).

The instruments used to collect the data were: observation and test. The observation was used to know the activities during teaching and learning process, such as how teacher explained the material, what is the students' respond and how the students work in doing the test. Test was used to know students' competence before and after the experiment was run. There were two kinds of test. They are pre-test and post test. Before items of the test were given to the students, the writer gave tryout test to analyze validity, reliability, difficulty level and the discriminating power of each item.

After the data were collected, the writer analyzed it. The first analysis data was from the beginning of control class and experimental class that was taken from the pre test value. It is the normality test and homogeneity test. It was used to know whether two groups had normal distribution and the same variant. Another analysis data is from the ending of control and experimental class. It is used to prove the truth of hypothesis that had been made.

The result of the research: The mean of grammar test score of the experimental were 77.667 and the mean of grammar test score of control class (the students who taught without using think pair share) are 68.000. Using think pair share is more effective than without using think pair share method in teaching

quantifier. It is showed of the mean of experimental class is higher than control class ($77,667 > 68,000$). On the other hand, the test of hypothesis using t-test formula shows the value of the t-test is higher than the value of the t-table. The value of t-test is 3, 214, while the value of t-table on $\alpha = 5\%$ is 2,00 ($3,755 > 2,00$). The hypothesis is accepted.

The result of this study is expected to be an information material for English teachers in teaching quantifier.

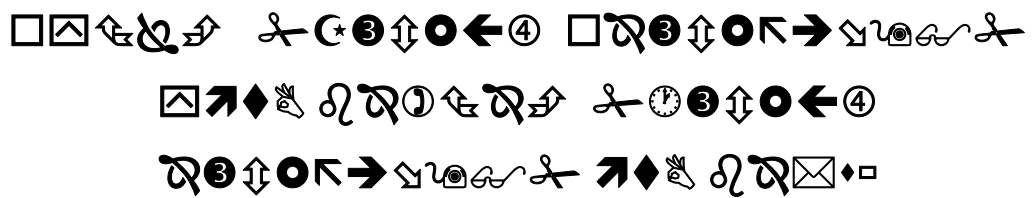
A THESIS STATEMENT

I certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writers' opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, th 2010
The Writer

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MOTTO



“Every hardship is followed by ease. Every Hardship is followed by ease”.(Al-Insyirah : 5-6)¹

¹ Mahmud y zayid, *The Qur'an An English Translation of the Meaning of the Qur'an*, lebanon : Dar Al Choura.1980. P. 76

DEDICATION

The thesis is dedicated to:

- My beloved father and mother
- My beloved brothers
- My beloved grand father and mother
- My beloved Uncle

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First and foremost, I would like to express gratitude to Allah SWT, the Almighty God for the blessing, kindness, and inspiration in helping me to accomplish the final project. Without Him, I couldn't stay patient and in control in writing this final project from the first page to the last page.

Shalawat and salam for the Prophet Muhammad who brings us from darkness to the brightness.

I realize that I cannot complete this final project without the help of others. Many people have helped me during the writing this final project and it would be impossible to mention of all them. I wish, however, to give my sincerest gratitude and appreciation to:

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CHAPTER I INTRODUCTION

1. Background of the study

Grammar is conventionally seen as the study of the syntax and morphology of sentences.² Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it can help everyone not only teachers of English, but teachers of anything, for all teaching is ultimately a matter of getting to grip with meaning.³

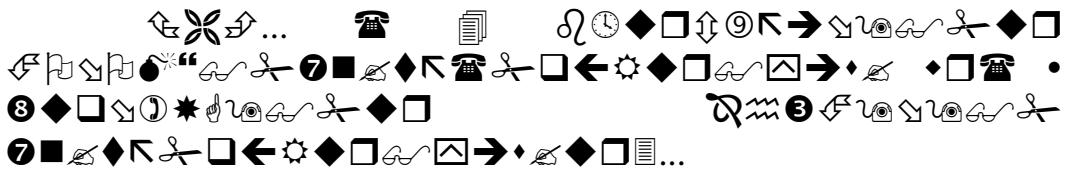
Many students felt that learn English grammar is difficult whereas grammar is the key of learning language. By studying grammar of the target language without neglecting to other components, the learners will understand the language either oral or written. In teaching English grammar for junior high school, grammar is one of language components to be taken and learned. Grammar is a central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well.

learning grammar at junior high school can be done through many ways and methods such as games, picture, groupwork, etc. But the students usually bored. As a teacher we should give the various technique to make students enjoy and not bored as long as in the learning process. So the reasearcher will use the cooperative learning think pair share type to make students more easily to study English grammar because students learn the material cooperate not individually.

² Scott Thornbury, *How To Teach Grammar*. England : Pearson Education Limited. 1999, p. 2

³ <http://grammar.about.com/od/basicssentencegrammar/a/grammarintro.htm>. On 1 February 2010

Like in the Qur'an Sura Al-Maida 5:1



“Help one another in what is good and pious, not in what is wicked and Sinful”⁴

From the statement above the writer defines that grammar is the main components that must be learned, by knowing the grammatical rules will help students in mastering a language.

Almost all countries have adapted English used as compulsory subject at schools. The national education has decided that English as a foreign language taught in Indonesian schools. English has been taught in many levels of schools from primary schools up to university. English has four basic language skills. They are listening, reading, speaking and writing. Besides four basic skill, the student has to master grammar skill. People realize that teaching English at this level becomes very important and need much concern. As an English teacher, he or she demands to explore effective techniques, method, and approaches.

Language has two forms, written and spoken language, grammar is also important to be taught because it is the manner of speaking and writing with the references of grammar rules the language will be understandable. In speaking or writing grammar is very important by mastering grammar people can speak and write correctly. Many students felt that study English grammar is difficult. The unsatisfactory result of English is no simply because of the teacher or the students, but there are other factor which affect the final result of teaching, such as the time allotment, the use of visual aids, methodology and other facilities.

In the writer's opinion, teacher should be able to use various techniques to achive the objectives of the study. They also know the problem

⁴ Mahmud y zayid, *The Qur'an An English Translation of the Meaning of the Qur'an*, lebanon : Dar Al Choura.1980. P. 76

of teaching so that they will choose an appropriate method to make students interest and enjoyable in the learning process. In this case, the writer wants to introduce new method in learning grammar (quantifiers) by using *cooperative learning think pair share type (TPS)*. The think pair share strategy is a type of cooperative learning method that encourages individual participation and is applicable across all grade levels and class sizes.⁵ The researcher will use this method to students of SMP N 23 Semarang by conducting a research in title “THE EFFECTIVENESS OF COOPERATIVE LEARNING TYPE THINK PAIR SHARE TYPE TO TEACH QUANTIFIERS (An Experimental Study at Eight Grade Students of SMP N 23 Semarang in the Academic Year 2009/2010).

2. Definition of The Key Term

1. Effectiveness

Effectiveness means the capability of producing an affect⁶. The word effectiveness is noun from the word effective.

2. Cooperative Learning

Cooperative learning is a successful teaching strategy in which small teams, each with students of different level of ability, use of variety of learning activities to improve their understanding of a subject.⁷

3. Think Pair Share

The think pair share strategy is a type of cooperative learning method that encourages individual participation and is applicable across all grade levels and class sizes.⁸

4. Quantifier

⁵ <http://www.teachervision.fen.com/croup-work/cooperative-learning/48547.html>. On 25th December 2009

⁶ Wikipedia, “Effectiveness”, <http://en.wikipedia.org/wiki/Effectiveness#column-one>. On 15th January 2010

⁷ <http://edtech.kennesaw.edu/intech/cooperativelearning.htm>. On 22 December 2009

⁸ <http://www.teachervision.fen.com/croup-work/cooperative-learning/48547.html>. On 25th December 2009

Quantifiers are words that are used to state quantity or amount of something without stating the actual number.⁹ Usually quantifiers are used with countable and uncountable nouns but there are some quantifiers that can be used with both of them.

3. Reason for choosing the topic

Some reasons why the writer chooses the topic “The Effectiveness of Cooperative Learning think pair share type” are :

1. Grammar is one of the language components that is very difficult for Indonesian students.
2. To improve students' ability in the teaching of grammar (Quantifiers), the writer uses cooperative learning think pair share type as a method because it can help the students cooperate and support.

4. Research Question

The problem can be stated as follows :

1. How is the implementation of cooperative learning think pair share type to teach quantifiers in the eighth grade students of SMP N 23 Semarang?
2. How is the result of students' achievement before and after using cooperative learning think pair share type to teach quantifiers in the eighth grade students of SMP N 23 Semarang?
3. How is the effectiveness of cooperative learning think pair share type to teach quantifiers in the eighth grade students of SMP N 23 Semarang?

5. Objective of The Study

In this research, the objectives of the study are stated in the following sentences:

1. To find out the implementation of cooperative learning think pair share type to teach quantifiers in the eighth grade students of SMP N 23 Semarang.

⁹ <http://www.english-the-easy-way-.com/Determiners/Articles-Determiners.htm>. On 25th December 2009

2. To find out the result of students achievement before and after using cooperative learning think pair share type to teach quantifier in the eight grade students of SMP N 23 Semarang
3. To find out the effectiveness of cooperative learning think pair share type to teach quantifier in the eight grade students of SMP N 23 Semarang.

6. Scope of The Study

The writer limited this study in Quantifiers only by using cooperative type think pair and share to improve students' understanding not the whole of grammars. This study will be conduct at the 8th grade students of SMPN 23 Semarang.

7. Pedagogical Significance

The result of this study will be hopefully useful for English teachers in the teaching grammar there are some benefits :

1. For the teachers

This study is intended to become a source of information for the English teacher the kind of method to study English grammar.

2. For the students

By using cooperative learning type think, pair and share students will interested and motivated to learn English grammar so that they can master grammar well

3. For the writer

To motivate the writer in doing some researches as contribution in developing English teaching. As a researcher and an English teacher, the writer is supposed to conduct some activities or research that can make development in educational field especially in English teaching.

4. For the readers

To give readers a reference in conducting a research about method of teaching. There are already have been many references about method of teaching grammar but the writer wants to give additional reference about them to enrich a source of the topic.

5. To the schooll

The school can choose many appropriate methods to improve and for supporting in teaching and learning process.

8. Outline of The Study

In order to make this research comprehends; the researcher will give the thesis into five chapters as follows:

Chapter I is Introduction. In this chapter consists of background of the study, reason for choosing the topic, the research question, objectives of the study, scope of the study, and outline of the thesis.

Chapter II is Review of the Related Literature. In this chapter the writer discusses about some theories which have relevant and supporting to the topic.

Chapter III is Methodology of the Research. In this chapter, the writer presents subject of the study, technique of data collection, instrument of the research and technique of data analysis.

Chapter IV is Analysis of the Research. In this chapter the writer discusses the research of the study and discussion.

Chapter V is Conclusion. In this chapter consists of conclusion of the research and suggestion for the better future research.

CHAPTER II

REVIEW OF RELATED LITERATURE

1. General Concept of Grammar

a. Grammar in Language Teaching

Language has three major parts: phonology (that is sound or pronunciation), vocabulary (that is words), and grammar.¹⁰ In learning certain language, grammar is part of language components that must be learned by the students. Study of a language grammar is difficult but don't be desperate to learn grammar continuously. Many students felt that learn English grammar is difficult whereas grammar is the key of learning language. By studying grammar of the target language without neglecting to other components, the learners will understand the language either oral or written. In teaching English grammar for junior high school, grammar is one of language components to be taken and learned. Grammar is a central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well.

¹⁰ Raja Nasr, *The Essential of Linguistic Science*. Bandung : Longman Group. 2008, p. 52

From the statement above the writer defines that grammar is the main components that must be learned, by knowing the grammatical rules will help students in mastering a language.

b. Quantifiers in Teaching and Learning

1) The Definition of Quantifiers

Quantifiers are words that are used to state quantity or amount of something without stating the actual number.¹¹ Usually quantifiers are used with countable and uncountable noun but there are some quantifiers that can be used with both of them.

2) The Usage of Quantifiers

a) Much

Much used with uncountable noun, usually used in negative and interrogative sentences.¹²

Example : “I don’t drink *much* tea.”

“How *much* money do you have?”

Much can also be used in positive sentences but “a lot (of)” more usual in spoken English.¹³

Example : “I have *much* money.” (*I have a lot of money*).

b) Many

Many used with countable noun, usually used with negative and interrogative sentences.

Example : “Do you have *many* books?”

“There aren’t *many* girls here.”¹⁴

Many can also be used in positive sentences but “a lot (of)” more

¹¹ <http://www.english-the-easy-way-.com/Determiners/Articles-Determiners.htm>. On 25th December 2009

¹² George Wilkinson, *Complete English Grammar*. Jakarta : Indonesia. 2004 p. 95

¹³ Raymond Murphy, *English Grammar in Use*. New York : Cambridge University Press, 1998. p. 172

¹⁴ George Wilkinson, *Op Cit.* p. 95

usual in spoken English.¹⁵

Example : “Do you have *many* friends?” (*Do you have a lot of friends*)

c) Any

Any used with uncountable and countable noun, if *any* used with countable noun has meaning *several* but if *any* used uncountable noun has meaning *little* and usually *any* used in negative and interrogative sentences.

Example : “I can’t buy *any* (*several*) books again because I don’t have money again.”

“Do you have *any* (*little*) money?”¹⁶

Can also Use “*any*” with the meaning “it doesn’t matter which.

Example : “You can catch *any* bus” (*it doesn’t matter which bus do you catch*).¹⁷

d) A few

A few used with countable noun has meaning “a small quantity” or “not a lot, but enough.”¹⁸

Example : “I have *a few* friends.” (*not a lot of friends, but enough*)

“I saw *a few* people in your home.” (*not a lot of people, but enough people*)

e) A little

A little used with uncountable noun has meaning “a small quantity” or “not a lot, but enough.”¹⁹

¹⁵ Raymond Murphy, *Op Cit.* p. 172

¹⁶ *Ibid*, p. 99

¹⁷ Raymond Murphy, *Op Cit.* p. 168

¹⁸ M. Kathleen Mahnke, *Grammar Links 2 : A Theme Based Course for Reference and Practice*. New York : Houghton Mifflin Company. 2003. p. 161

¹⁹ *Ibid*, p. 161

Example : “We have *a little* time before bus leaves” (*a little time*
= *enough time*)

f) Some

Some is used with countable and uncountable noun if used with countable nouns have meaning *several*. But if *some* used in uncountable nouns have meaning *little*.

Example : “I have *some (several)* rulers.”

“Mr. Julia wants *some (little)* milk for her baby.”²⁰

g) A lot of

A lot of is used with countable and uncountable nouns. Usually as a successor of “many” and “much”.

Example : “I have *a lot of* books” (*I have many books*)

“I drink *a lot of* coffee.” (*I have much coffee*)

The writer also draws a table the usage of quantifiers:

Quantifier	Countable Noun	Uncountable Noun
Much	-	✓
Many	✓	-
Any	✓	✓
A few	✓	-
A little	-	✓
Some	✓	✓
A lot of	✓	✓

From the definition above, the writer can conclude that quantifiers are many types, functions, and usages. In this research the writer explains all quantifiers above because it is important to be known and learned for students.

²⁰ George Wilkinson, *Op Cit.* p. 98-99

3) Method of Teaching Quantifier

The learning method can be interpreted as the means used to implement a plan that had been prepared in the form of activities real and practical to achieve learning goals. Many ways or methods in teaching grammar, to obtain a good learning results of a teacher is required to use a method. If students feel enjoy as long as in the learning process, indirectly they will feasily understand what the teacher has to say. So that a teacher would be easier to deliver a material to their students. In this researches the writer us cooperative learning think pair share. Many ways to teach grammar they are :

1. The Grammar Translation Method

Grammar Translation Method is a way of studying language that appoches the language first through detailed analisis of its grammar rules, followed by application of this knoweledge to the task of translating sentences and text into and out of the target language.

2. Direct Method

Learn foreign language could be taught without translation or the use of the laerner's native language if meaning was conveyed directly through demonstration and action.²¹

3. Cooperative Learning

Cooperative learning will be able to give new nuances in the implementation of learning by all fields of study or subjects that Amnestied teachers. Since learning cooperative learning has broad impact on the success in the learning process. Impact is not only to teachers but also on the students, and educational interaction appears and looks the role and functions of teachers and students.

²¹ Jc Richards, theodore, S, Rodgers 1998 *Approaches and Method in Language Teaching*, Usa : Cambridge University p 5

c. Cooperative Learning

1) The definition of Cooperative learning

Cooperative learning may be broadly defined as any classroom learning situation in which students of all levels of performance work together in structured groups toward a share or common goal. Cooperative learning is a successful teaching strategy in which small teams, each with students of different level of ability, use of variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates to learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.²²

Cooperative learning will be able to give new nuances in the implementation of learning by all fields of study or subjects that Amnestied teachers. Since learning cooperative learning has broad impact on the success in the learning process. Impact is not only to teachers but also on the students, and educational interaction appears and looks the role and functions of teachers and students.

2) The function of Cooperative learning

The function of the teacher in cooperative learning are as a facilitator, moderator, organizer and mediator clearly visible. This condition is the role and function of students' sight, the involvement of all students will be able to provide active and learning atmosphere impressed democratic, and each student had a role and will provide learning experiences to other students.

There are five basic principles fundamental to cooperative learning :

a) Face to Face Promotive Interaction

By using face to face promotive interaction, learning

²² <http://edtech.kennesaw.edu/intech/cooperativelarning.htm>. On 22 December 2009

becomes active rather than passive. Group members need to do real work together.²³ Teams encourage discussion of ideas and oral summarization. Cooperative teams help students learn to value individual differences and promote more elaborative thinking.

b) Positive Interdependence

Group members have to know that they sink and swim together. Positive interdependences require group member to roll up their sleeves and work together to accomplish something beyond individual success.²⁴

c) Individual Accountability / Personal Responsibility

Individual Accountability exists when the performance of each individual member is assessed, the result given back to the individual and the group to compare against a standard of performance, and the member is held responsible by group mates for contributing his or her fair share to the group's success.²⁵ Students must feel that they are each accountable for helping to complete a task and for mastering materials.

d) Interpersonal and Small Group Skills

In cooperative learning groups students are required to learn academic subject matter (task work) and also to learn the interpersonal and small group skills required to function as part of group.²⁶ These include skill for working together effectively (staying on task, summarizing, recording ideas as well as group maintenance skills, encourage each other).

e) Group Processing of Interaction

²³ David W Johnson and Roger T Johnson, *Learning Together and Alone : Cooperative, Competitive and Individualistic Learning*. Massachusetts : a Paramount Communications Company, 1994. p. 89

²⁴ *Ibid*, p. 81-82.

²⁵ *Ibid*, P. 86.

²⁶ *Ibid*, p. 90.

The purpose of group processing is to clarify and improve the effectiveness of the members in contributing to the collaborative efforts to achieve the group's goals.²⁷ Group processing can be individual, team wide, or at the whole collaborative skills.

d. Think Pair and Share in Teaching and Learning

1) The definition of Think Pair Share

Think Pair Share is a structure first developed by Professor Frank Lyman at the University of Maryland in 1981 and adopted by many writers in the field of cooperative learning since then. It introduces into the peer interaction element of cooperative learning the idea of 'wait or think' time, which has been demonstrated to be a powerful factor in improving students' responses to questions.

It is a simple strategy, effective from early childhood through all subsequent phases of education to tertiary and beyond. It is a very versatile structure, which has been adapted and used, in an endless number of ways. This is one of the foundation stones for the development of the cooperative classroom.²⁸

2) The Implementation of Think Pair Share

Think pair share strategy is a type of cooperative learning method. Like the name "*Thinking*" in this lesson teacher gives the question or issue related with the lesson to be taught by the students. It means teacher gives the several times to the students to think about the answer.

"*Pairing*" in this step teacher asks the students in pairs. Give the students chance to discuss. It is supposed students understand the deepen meaning from their answer through intersubjective with their pair.

²⁷ *Ibid*, p. 91.

²⁸ http://www.eazhull.org.uk/nlc/think%2C_pair%2C_share.htm. On 25th December 2009

The result of intersubjective will be explained in the whole students class it is called by “*Sharing*”.²⁹ The teacher also supposed the students to interact or asking the other students related the discussion topic.

From the statement above, the writer concludes that *think pair share* is interesting and creative strategy to makes students more patient to learn something, improve creativity, and also to save the time as well as possible.

To teach the experimental group, the writer used *think pair and share* method. Small group discussion was also applied to support the effectiveness of teaching and learning process.

The process of teaching and learning to teach quantifier are as follows:

- a. Teacher gives example of *think pair share* to the students.
- b. Teacher explains the material in front of class orally and asks students to respond.
- c. Teacher gives a question to the students and students think about the answer individually. Students may write down their answer, but should not to do so.
- d. Teacher asks to the students in pair to discuss about their answers.
- e. After finished, teacher points of the students to explain the answer in front of class.

The students in the control group were taught without using *think pair and share*. The teacher only explains the material classically and the students answer questions.

The steps of the teaching and learning were as follows:

- a. Students are divided into four groups. Each group consists of ten students.
- b. Teacher explains the material in front of class classically.

²⁹ Agus Supriyono. *Cooperative Learning : Teori dan Aplikasi Paikem*. Yogyakarta : Pustaka Pelajar. P. 91

- c. Teacher gives students exercise, which is related to the topic.
- d. Teacher asks each group to correct together.

3) The Advantages of Think Pair and Share

Students and teacher that are involved in cooperative learning *type think pair and share* achieve many benefits. The advantages of the think-pair-share technique are that :

- a) It's quick
- b) It doesn't take much preparation time
- c) The personal interaction motivates many students with little intrinsic interest in science

- d) You can ask different kinds and levels of questions
- e) It engages the entire class and allows quiet students to answer questions without having to stand out from their classmates.
- f) You can assess students' understanding by listening in on several groups during the activity, and by collecting responses at the end
- g) You can do *think-pair-share* activities once or several times during a given class period.³⁰

4) The Disadvantages of Think Pair and Share

Cooperative learning think pair share type is not only have the advantages but also have a disadvantages they are :

- a) Can be very noisy.

³⁰ <http://serc.carleton.edu/introgeo/interactive/tpshare.html>. On 22th December 2009

b) Puts time pressure on some.³¹

2. Recent Researches

In making this thesis the writer was considering some previous researches to support the writer's thesis that is :

- a. The Effectiveness of Cooperative Learning Method in Developing Students' Writing Skill of News Item (the Case of the Eleventh Year Students of State Senior High School 3 Pati in the Academic Year 2008/2009).³²

This research concludes that the using of cooperative learning can improve students ability in writing skill. It can be seen the result by testing the students as the result, every students can write the news item based on the topic that given by the teacher.

- b. Teaching Reading Comprehension by Using Collaborative Strategic Reading For Year X of SMAN I Ngrami, Ngawi (An Action Research at Year X of SMAN 1 Ngrami, Ngawi in the Academic Year 2006/ 2007).³³

This research shows that the collaborative strategic can improve student's ability in reading. It can be seen from the result of the test. Before the treatment the students' result who were taught by using collaborative strategic got 8,4 points and after the treatment got 9,8 points.

This research is different from previous ones. This research focuses on think pair and share to improve student's understanding on quantifiers with experimental study. The writer needs two classes, 8 D (Experimental group), 8 E (Control group). There are any differences between experimental and control class in the teaching and learning process. It means that experimental group was taught using think pair and share and control group was taught without using think pair and share.

³¹ <http://etc.usf.edu/broward/mod4/training/share.html>

³² Ana Rakhmawati, 2201404661. *The Effectiveness of Cooperative Learning Method in Developing Students' Writing Skill of News Item*. UNNES, Semarang 2008.

³³ Husnul Imaroh, 2201402084. *Teaching Reading Comprehension by Using Collaborative Strategic Reading*. UNNES, Semarang 2007

3. Statement of Hypothesis

In conducting the research, the researcher proposes the working hypothesis:

There are any improvement of students' understanding on quantifiers at Eight Grade Students of SMPN 23 Semarang in the Academic Year of 2009/2010 after being taught Using Cooperative Learning Think Pair Share Type.

CHAPTER III RESEARCH METHOD

A. Design of the Study

In this researches the writer used true experimental design. The true experimental is kinds of good experiment because there any experiment and controll class.

The Design of true experimental

E O1 X O2

K O3 X O4

E = Experiment group

K = Controll group

B. Setting and time

The writer did research at SMPN 23 Semarang in the second semester of the academic year of 2009/2010. He conducted this research from 26th of April 2010 to 11st of Mei 2010.

Table 1
List of time of the study

Number	Activity	Month/Date					
		26 th	27 th	28 th	4 th	5 th	11 st
1.	Try out	-					
2.	Pre test		-				
3.	Treatment 1			-			
4.	Treatment 2				-		
5.	Treatment 3					-	
6.	Post test						-

C. Variable of the Research

Variable is the object or something that becomes the concern of research.³⁴ In this study there are two variables. They are Independent Variable (x) and Dependent Variable (y).

1. Independent Variable (x)

Independent variable is variable that influences or those to cause of change or emergence the dependent variable.³⁵

Independent variable in this research is the use of *think pair share* in teaching quantifier.

2. Dependent Variable (y)

Dependent variable is variable that was affected or that be the result because of the existence of the independent variable.³⁶

³⁴ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), 13th Ed., p. 118.

³⁵ Mohammad Ali, *Strategi Penelitian Pendidikan*, (Bandung: Angkasa, 1993), 10th Ed, p. 26

³⁶ *Ibid*, p. 27

Dependent variable in this study is the students' score of grammar test on quantifiers.

D. Research Method

In this research, the writer conducted an experimental study. An experimental is “defined as a situation in which one observes the relationship between two variables by deliberately producing a change in one and looking to see whether this alteration produces a change in the other (Anderson 1969)”.³⁷ In other words, experiment is the way to find the causal relationship between two factors which are raised by the researcher in purpose by reducing or eliminating any distracting factors.

The subjects of this research were divided into two groups: experimental class which was taught using think pair share and control class which was taught without using think pair share.

In this study, the approach used by writer was quantitative approach. It is quantitative because the data that was gained were numeric and was analyzed by using statistical computation. Quantitative approach stressed the analysis to the numerical data that is processed by statistical method.³⁸ It will explain the result of pre - test and post – test.

E. Population and Sample

1. Population

Population is “the whole subject of research”.³⁹ Population of this research is the second year students of SMPN 23 Semarang in the academic year 2009/2010. The second year Students of SMPN 23 Semarang is divided into two classes. There are class VIII D and VIII E. There are 30 students in each class. The total number of the population is 60 students.

³⁷ Rodgers and Brown, *Doing Second Language Research*, (Cambridge: Oxford Press 2002), p. 211.

³⁸ M. Burhan Bungin, *Metodologi Penelitian Kuantitatif : Komunikasi, Ekonomi dan Kebijakan Publik Serta Ilmu-Ilmu Social Lainnya* (Jakarta: Kencana, 2006), p. 50.

³⁹ Suharsimi Arikunto, *op.cit*, p. 130.

Table 2
List of population

Class	Male	Female	Total
VIII D	13	17	30
VIII E	14	16	30
Total			60

2. Sample

Sample is taking of a part population using certain procedure. So, that can be expected to represent its population. In this connection, Arikunto states that sample is “a part of research population”⁴⁰ The writer took sample in this research because the respondents are more than 100. The respondents are less than 100, it is better to take them all as sample.⁴¹

Sample in this research is class VIII D is as experimental class; VIII E is as control class.

F. Technique of Data Collection

Instruments that are used to collect the date as follows:

1. Test

Test is a question which is used to measure competence, knowledge, intelligence, and ability of talent which is possessed by individual or group to collect data.⁴² In this research, the test was given to tryout class, control class and experimental class.

The instrument of the test in this research is objective test. Objective test is frequently criticized on the grounds that they are simpler to answer than subjective test. Objective tests are divided into transformation, completion, combination, addition, rearrangement,

⁴⁰ Sutrisno Hadi, *Statistik* (Yogyakarta: Andi, 2004) 2nd Vol, 2nd Ed, p. 182.

⁴¹ Suharsimi Arikunto, *op cit*, p. 134.

⁴² M. Chabib Thoha, *Teknik Evaluasi Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2001), p. 43.

matching, correct and incorrect (true/false) and multiple choice.⁴³ The writer used multiple choice forms and matching items form. The choice of the test type is based on the consideration that multiple choice test are:

- a. The technique of scoring is easy.
- b. It was easy to compute and determine the reliability of the test.
- c. It was more practical for the students to answer

In this research, the writer used pre test and post test, they are:

- a. Pre-test

Before the teacher taught new material by *think pair share*, the teacher gave grammar test to the students. Pre-test was given to the experimental and control classes in same way. This test was given before the experiment was run.

- b. Post-test

Post-test was given to the experiment class and control class. It was given in order to know the score of students' achievement after they were taught *think pair shrae* (experimental class) and without *think pair shrae* (control class).

The score of students' achievement can be calculated by using this following formula:⁴⁴

$$\text{Score} = \frac{\text{The number of righ answer}}{\text{The number of questions}} \times 100\%$$

G. Technique of Data Analysis

1. Try-out instrument of the test

The writer prepared 25 items as the instrument of the test. Before the items were given to the students, the writer gave tryout test to analyze validity, reliability, difficulty level and also the discrimination power of each item. The tryout test was given to VIII F of the students of SMPN 23 Semarang. After finishing the test, the answer sheets were collected in

⁴³ J.B Heaton, *Writing English Language Tests* (London: Longman, 1975), p. 12-13.

⁴⁴ Suharsimi arikunto, *op, cit.*, p. 235.

order to be scored. An analysis was made based on the result of test by using the formula of validity, reliability, the degree of test difficulty and discriminating power.

From 25 items test of tryout, some items were chosen as the instrument of the test. The choosing of the instrument had been done by considering: validity, reliability, the degree of test difficulty and discriminating power.

a. The Validity

The validity is an important quality of any test. It is a condition in which a test can measure what is supposed to be measured. According to Arikunto, a test is valid if it measures what its purpose to be measured.⁴⁵

Does measurement show the validity of instrument? The validity of an item can be known by doing item analysis. It is counted using product – moment correlation formula:

$$r_{xy} = \frac{N \sum XY - \sum(X) \sum(Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

r_{xy} : The correlation coefficient between X variable and Y variable

N : The number of students

X : The number of each item score

Y : The number of total score

Calculation result of r_{xy} is compared with r_{table} of product moment by 5% degree of significance. If r_{xy} is higher than r_{table} , the item of question is valid.⁴⁶

b. Reliability

⁴⁵ Suharsimi Arikunto, *op cit*, p. 65.

⁴⁶ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2007) 7th Ed, p. 78.

It means “consistent”.⁴⁷ Reliability refers to the consistency of test scores. Besides having high validity, a good test should have high reliability too. Alpha formula is used to know reliability of test is

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Where:

- r_{11} : The reliability coefficient of items
- k : The number of item in the test
- p : The proportion of students who give the right answer
- q : The proportion of students who give the wrong answer
- S^2 : The standard deviation of the test

Calculation result of r_{11} is compared with r_{table} of product moment by 5% degree of significance. If r_{11} is higher than r_{table} , the item of question is reliable.⁴⁸

c. Degree of Test Difficulty

A good question is a question that is not really difficult and not really easy. Formula for degree of test difficulty is.

$$P = \frac{B}{JS}$$

Where:

- P : The difficulty's index
- B : The number of students who has right answer
- JS : The number of students⁴⁹

The criteria are:

$P = 0,00 \leq p \leq 0,30$ Difficult question

$P = 0,30 \leq p \leq 0,70$ Sufficient

⁴⁷ J.B. Heaton, *op cit*, p. 155.

⁴⁸ Suharsimi Arikunto, *op cit.*, p. 100.

⁴⁹ *Ibid*, p. 207-208.

$P = 0,70 \leq p \leq 1,00$ Easy.

d. Discriminating Power

It is used to know how accurate the question differs higher subject and lower subject. The formula for discriminating power is Split Half:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B} = P_A - P_B$$

Where:

D : The degree of question distinctive

J_A : The number of participant the upper group

J_B : The number of participant in the lower group

B_A : The number of participants in the upper group who answered the item correctly

B_B : The number of participants in the lower group who answered the item correctly

P_A : The proportion of participants in upper group that answered true

P_B : The proportion of participants in lower group that answered true.⁵⁰

The criteria are:

$0,00 \leq p \leq 0,20$ Less

$0,20 \leq p \leq 0,40$ Enough

$0,40 \leq p \leq 0,70$ Good

$0,70 \leq p \leq 1,00$ Excellent

2. The Data Analysis of Try-out Finding

This discussion covers validity, reliability, level of difficulty and discriminating power.

1) Validity of Instrument

As mentioned in chapter III, validity refers to the precise measurement of the test. In this study, item validity is used to know

⁵⁰ *Ibid.*, p. 213.

the index validity of the test. To know the validity of instrument, the writer used the Pearson product moment formula to analyze each item.

It is obtained that from 25 test items; there are 21 test items which are valid and 4 test items which are invalid. They are on number 10,12,16,24. They are to invalid with the reason the computation result of their r_{xy} value (the correlation of score each item) is lower than their r_{table} value.

The following is the example of item validity computation for item number 1 and for the other items would use the same formula.

$$\begin{aligned} N &= 36 & \sum Y &= 545 \\ \sum XY &= 438 & \sum X^2 &= 26 \\ \sum X &= 26 & \sum Y^2 &= 9397 \end{aligned}$$

$$r_{xy} = \frac{N \sum XY - \sum(X) \sum(Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{36(438) - 26(545)}{\sqrt{\{36(26) - (26)^2\} \{36(9397) - (545)^2\}}}$$

$$r_{xy} = \frac{15768 - 14170}{\sqrt{(936 - 676)(338292 - 297025)}}$$

$$r_{xy} = \frac{1598}{\sqrt{(268)(41267)}}$$

$$r_{xy} = \frac{1598}{3325,59}$$

$$r_{xy} = 0,480$$

From the computation above, the result of computing validity of the item number 1 is 0,480. After that, the writer consulted the result to the table of r Product Moment with the

number of subject (N) = 36 and significance level 5% it is 0,329. Since the result of the computation is higher than r in table, the index of validity of the item number 1 is considered to be valid. The list of the validity of each item can be seen in appendix 6.

2) Reliability of Instrument

A good test must be valid and reliable. Besides the index of validity, the writer calculated the reliability of the test using Kuder-Richardson formula 20(K-R 20).

Before computing the reliability, the writer had to compute Varian (S^2) with the formula below:

$$N = 25 \quad \sum Y = 545$$

$$\sum Y^2 = 9397 \quad \sum pq = 5,2029$$

$$S^2 = \frac{\sum y^2 - \frac{(\sum y)^2}{N}}{N}$$

$$S^2 = \frac{9397 - \frac{(545)^2}{25}}{25}$$

$$S^2 = \frac{9397 - 11881}{25}$$

$$S^2 = \frac{-2484}{25}$$

$$S^2 = -99.360$$

The computation of the Varian (S^2) is -99,360. After finding the Varian (S^2) the writer computed the reliability of the test as follows:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

$$r_{11} = \left(\frac{25}{25-1} \right) \left(\frac{-99.360 - 5.203}{-99.360} \right)$$

$$r_{11} = 1.096$$

From the computation above, it is found out that r_{11} (the total of reliability test) is 1,096 whereas the number of subjects is 25 and the critical value for r-table with significance level 5% is 0,361. Thus, the value resulted from the computation is higher than its critical value. It could be concluded that the instrument used in this research is reliable. The list of the reliable of each item can be seen in appendix 6.

3) The level of Difficulty

The following is the computation of the level difficulty for item number 1 and for the other items would use the same formula.

$$B=15+11=26$$

$$JS= 36$$

$$P = \frac{B}{JS} \quad P = \frac{26}{36}$$

$$P = 0,72$$

It is proper to say that the index difficulty of the item number 1 above can be said as the easy category, because the calculation result of the item number 1 is in the interval $0,72 \leq p \leq 1,00$.

After computing 25 items of the try-out test, there are 8 items are considered to be easy, 15 items are enough, 1 items are difficult. The whole computation result of difficulty level can be seen in appendix 6.

4) The Discriminating Power

The discrimination power of an item indicated the extent to which the item discriminated between the tastes, separating the more able tastes from the less able. The index of discriminating power told us whether those students who performed well on the

whole test tended to do well or badly on each item in the test. To do this analysis, the number of try-out subjects was divided into two groups, upper and lower groups.

The following is the computation of the discriminating power for item number 1, and for other items would use the same formula.

$$BA = 15 \quad BB = 11$$

$$JA = 168 \quad JB = 18$$

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

$$D = \frac{15}{18} - \frac{11}{18}$$

$$D = 0,22$$

According to the criteria, the item number 1 above is enough category, because the calculation result of the item number 1 is in the interval $0,22 \leq D \leq 0,40$.

After computing 25 items of try –out test, there are 2 item is considered to be good, 9 items are good, 11 items are enough, 4 items are poor and 2 items are very poor. The result of the discriminating power of each item could be seen appendix 6.

Based on the analysis of validity, reliability, difficulty level, and discriminating power, finally 20 items are accepted. They are number 1 2 3 4 5 6 7 8 9 11 13 14 15 17 18 19 20 21 22 23.

3. Pre-request Test

Before the writer determines the statistical analysis technique used, He examined the normality and homogeneity test of the data.

a. Normality Test

It is used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. The normality test with Chi-square is done to find out the distribution data. Step by step Chi-square test is as follows:

1) Determine the range (R); the largest data reduced the smallest.

2) Determine the many class interval (K) with formula:

$$K = 1 + (3,3) \log n$$

3) Determine the length of the class, using the formula:

$$P = \frac{\text{range}}{\text{number of class}}$$

4) Make a frequency distribution table

5) Determines the class boundaries (bc) of each class interval

6) Calculating the average \bar{X} (\bar{X}), with the formula:

$$\bar{X} = \frac{\sum f_i x_i}{\sum f_i}$$

7) Calculate variants, with the formula:

$$S = \sqrt{\frac{\sum f_i (x_i - \bar{x})^2}{n - 1}}$$

8) Calculate the value of Z, with the formula:

$$Z = \frac{x - \bar{x}}{s}$$

x = limit class

\bar{x} = Average

S = Standard deviation

9) Define the wide area of each interval

10) Calculate the frequency expository (Ei), with formula:

Ei = n x wide area with the n number of sample

11) Make a list of the frequency of observation (Oi), with the frequency expository as follows:

class	bc	Z	P	L	Ei	$\frac{O_i - E_i}{E_i}$

12) Calculate the chi-square (X^2), with the formula:

$$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

13) Determine $dk = k-3$, where k is the number of class intervals and $\alpha = 5\%$

14) Determining the value of X^2 table

15) Determining the distribution normality with test criteria:

If $X^2_{count} > X^2_{table}$, the data is not normal distribution and the other way if the $X^2_{count} < X^2_{table}$, the data is normal distribution.⁵¹

b. Homogeneity Test

It is used to know whether experiment class and control class, that are taken from population have same variant or not. According to Nunan, a test should be given to both classes of students before the experiment just to make sure that the both classes really are the same.⁵²

The steps are follows:

1) Calculate variants both classes (experimental and control classes), with the formula:

$$S^2 = \frac{\sum (n_i - 1) Si^2}{\sum (n_i - 1)}$$

2) Calculate B with the formula

$$B = (\text{Log } S^2) S (n_i - 1)$$

3) Determine $X^2_{count} = (\text{Ln } 10) \{ B - S(n_i - 1) \log Si^2 \}$

Determine $dk = (K-1)$

4) Determine X^2_{table} with $\alpha = 5\%$

5) Determining the distribution homogeneity with test criteria:

If $X^2_{count} > X^2_{table}$, the data is not homogeneous and the other way if the $X^2_{count} < X^2_{table}$, the data is homogeneous.⁵³

c. Test of the Average

⁵¹ Sudjana, *Metode Statistika*, (Bandung: Tarsito, 1996), p. 273.

⁵² David Nunan, *Research Method in Language Learning* (Cambridge: University Press, 1992) p. 27.

⁵³ Sudjana, *op cit*, p. 263.

It is used to examine average whether experiment group and control group have been decided having different average.⁵⁴

T-test is used to analyze the data of this research. A t-test would measured comparison the mean scores of the two groups.⁵⁵

If $\sigma_1^2 = \sigma_2^2$ (has same variant), the formula is:

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

With

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

Where:

\bar{X}_1 : The mean score of the experimental group

\bar{X}_2 : The mean of the control group

n_1 : The number of experiment group

n_2 : The number of control group

S_1^2 : The standard deviation of experiment group

S_2^2 : The standard deviation of both groups

If $\sigma_1^2 \neq \sigma_2^2$ (has no same variant) the formula is:

$$t^1 = \frac{\bar{X} - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_1^2}{n_2}}}$$

The hypotheses are:

$H_0 = \mu_1 = \mu_2$

$H_a = \mu_1 \neq \mu_2$

⁵⁴ Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 1995) 6th Ed, p. 264.

⁵⁵ Rodgers and Brown, *op cit*, p. 205.

μ_1 : average data of experiment group

μ_2 : average data of control group

Criteria test is: H_0 is accepted if $-t_{(1-\frac{1}{2}\alpha)} < t < t_{(1-\frac{1}{2}\alpha)}$, where $t_{(1-\frac{1}{2}\alpha)}$ obtained from the distribution list t with $dk = (n_1 + n_2 - 2)$ and opportunities $(1 - \frac{1}{2}\alpha)$. Values for other t H_0 rejected.⁵⁶

4. Analysis Phase End

a. Normality Test

Steps normality second step is the same as the normality test on the initial data.

b. Homogeneity Test

Steps homogeneity second step is the same as the homogeneity test on the initial data.

c. Test Average (Right-hand Test)

Proposed hypothesis test in average similarity with the right test is as follows:

$$H_0 = \mu_1 = \mu_2$$

$$H_a = \mu_1 > \mu_2$$

If $\sigma_1^2 = \sigma_2^2$ (has same variant), the formula is:

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

With

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

Where:

\bar{X}_1 : The mean score of the experimental group

⁵⁶ Sudjana., *op.cit* p. 239.

\bar{X}_2 : The mean of the control group

n_1 : The number of experiment group

n_2 : The number of control group

S_1^2 : The standard deviation of experiment group

S_2^2 : The standard deviation of both groups

If $\sigma_1^2 \neq \sigma_2^2$ (has no same variant) the formula is:

$$t' = \frac{\bar{X} - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Testing criteria that apply H_0 is accepted if $t_{count} > t_{table}$ with determine $dk = (n_1 + n_2 - 2)$ and $\alpha = 5\%$ with opportunities $(1 - \alpha)$ Values for other t H_0 rejected.⁵⁷

CHAPTER IV RESEARCH FINDINGS AND ANALYSIS

A. Description of the Result Research

⁵⁷ Sudjana, *op cit*, p. 243.

To find out the difference between the students who were taught by *think pair share* and the students who were not taught by using *think pair share* on quantifier, especially in SMPN 23 Semarang the writer did an analysis of quantitative data. The data was obtained by giving test to the experimental class and control class after giving a different learning both classes.

The subjects of this research were divided into two classes. They are experimental class (VIII D), control class (VIII E) and try out class (VIII G) of SMPN 23 Semarang. Before items were given to the students, the writer gave try out test to analyze validity, reliability, difficulty level and also the discrimination power of each item. The writer prepared 25 items as the instrument of the test. Test was given before and after the students follow the learning process that was provided by the writer.

Before the activities were conducted, the writer determined the materials and lesson plan of learning. Learning in the experiment class used *think pair share*, while the control class without used *think pair share*.

After the data were collected, the writer analyzed it. The first analysis data is from the beginning of control class and experimental class that is taken from the pre test value. It is the normality test and homogeneity test. It is used to know that two groups are normal and have same variant. Another analysis data is from the ending of control class and experimental class. It is used to prove the truth of hypothesis that has been planned.

B. The Data Analysis and Test of Hypothesis

2. The Data Analysis

a. The Data Analysis of Pre-Test Value of the Experimental class and the Control Class.

Table 3
The list of Pre-Test Value of
The Experimental and Control Classes

No	Code	Experiment	Code	Control
1	E-01	85	C-01	85
2	E-02	70	C-02	80
3	E-03	70	C-03	55
4	E-04	75	C-04	75
5	E-05	55	C-05	80
6	E-06	70	C-06	50
7	E-07	65	C-07	70
8	E-08	80	C-08	80
9	E-09	80	C-09	65
10	E-10	65	C-10	80
11	E-11	85	C-11	80
12	E-12	70	C-12	60
13	E-13	65	C-13	60
14	E-14	65	C-14	55
15	E-15	75	C-15	75
16	E-16	80	C-16	60
17	E-17	60	C-17	55
18	E-18	65	C-18	60
19	E-19	80	C-19	60
20	E-20	80	C-20	80
21	E-21	65	C-21	85
22	E-22	80	C-22	65
23	E-23	55	C-23	75
24	E-24	65	C-24	55
25	E-25	60	C-25	75
26	E-26	80	C-26	85
27	E-27	85	C-27	75
28	E-28	75	C-28	80
29	E-29	60	C-29	85
30	E-30	70	C-30	70
S	=	2135		2115
n ₁	=	30		30
x ₁	=	71,2		70,5
s ₁ ²	=	80,489		123,017
s ₁	=	8,97		11,09

1) The Normality Pre-test of the Experimental Class

The normality test is used to know whether the data obtained is normally distributed or not. Based on the table above, the normality test:

Hypothesis:

Ha: The distribution list is normal.

Ho: The distribution list is not normal

Test of hypothesis:

The formula is used:

$$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

The computation of normality test:

Length of the class = 5,8745

Maximum score = 85

Minimum score = 50

K / Number of class = 7

Range = 35

Table 4

Distribution value of pre test of experiment class

Class	f_i	X_i	X_i^2	$f_i \cdot X_i$	$f_i \cdot X_i^2$
55 - 60	5	57,5	3306,3	287,5	16531
61 - 66	7	63,5	4032,3	444,5	28226
67 - 72	5	69,5	4830,3	347,5	24151
73 - 78	3	75,5	5700,3	226,5	17101
79 - 84	7	81,5	6642,3	570,5	46496
85 - 90	3	87,5	7656,3	262,5	22969
Total	30			2139	155474

$$\frac{\sum fixi}{\sum fi} = \frac{2139}{30} = 71.3$$

$$s^2 = \frac{n \sum fi \cdot xi^2 - (\sum fixi)^2}{n(n-1)} = \frac{30 * 155474 - (2139)^2}{30(30-1)}$$

$$s^2 = 102.166$$

$$s = 10.1077$$

Table 5
Observation frequency value of pre test
Of experiment class

Class	Bk	Z _i	P(Z _i)	Sizes class	E _i	O _i	$\frac{(O_i - E_i)^2}{E_i}$
55 - 60	0,50	-7,00	-0,500				
				0,1426	4,2795	5	0,1213
61 - 66	60,50	-1,07	-0,357				
				0,1748	5,2436	7	0,5884
67 - 72	66,50	-0,47	-0,183				
				0,1353	4,0594	5	0,2179
73 - 78	72,50	0,12	0,047				
				0,2146	6,4385	3	1,8364
79 - 84	78,50	0,71	0,262				
				0,1423	4,2703	7	1,7449
85 - 90	84,50	1,31	0,404				
				0,0670	2,0112	3	0,4861
						X ² =	4,9950

With $\alpha = 5\%$ and $dk = 6-3 = 3$, from the chi-square distribution table, obtained $X_{table} = 7,81$. Because X^2_{count} is lower than X^2_{table} ($4,9950 < 7,81$). So, the distribution list is normal.

2) The Normality Pre-Test of the Control Class

Hypothesis :

Ho: The distribution list is normal.

Ha: The distribution list is not normal.

Test of hypothesis:

The formula is used:

$$: \chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

The computation of normality test:

Maximum score = 85

Length of the class = 6, 14286

Minimum score = 55
 Range = 30
 K/ Number of class = 5.875

Table 6

Distribution value of pre test of control class

Class	f_i	X_i	X_i^2	$f_i \cdot X_i$	$f_i \cdot X_i^2$
50 - 56	5	53	2809	265	14045
57 - 63	5	60	3600	300	18000
64 - 70	4	67	4489	268	17956
71 - 77	5	74	5476	370	27380
78 - 84	7	81	6561	567	45927
85 - 91	4	88	7744	352	30976
Jumlah	30		30679	2122	154284

$$\bar{X} = \frac{\sum f_i x_i}{\sum f_i} = \frac{2122}{30} = 70.7333$$

$$s^2 = \frac{n \sum f_i \cdot x_i^2 - (\sum f_i x_i)^2}{n(n-1)} = \frac{30 * 154284 - (2122)^2}{30(30-1)}$$

$$s^2 = 144.409$$

$$s = 12.017$$

Table 7

Observation frequency value of pre test

Of control class

Class	Bk	Z_i	$P(Z_i)$	Sizes class	E_i	O_i	$\frac{(O_i - E_i)^2}{E_i}$
50 - 56	49,50	-1,77	-0,461				
				0,0795	2,3851	5	2,8670
57 - 63	56,50	-1,18	-0,382				
				0,1555	4,6647	5	0,0241
64 - 70	63,50	-0,60	-0,226				
				0,2186	6,5592	4	0,9986
71 - 77				0,2056	6,1670	5	0,2208
78 - 84	77,50	0,56	0,213				
				0,1607	4,8212	7	0,9847

85 - 91	84,50	1,15	0,374				
				0,0840	2,5199	4	0,8694
	91,50	1,73	0,458				
$\chi^2_{hitung} =$							5,9645

With $\alpha = 5\%$ and $dk = 6-3 = 3$, from the chi-square distribution table, obtained $X_{table} = 7,81$. Because X^2_{count} is lower than X^2_{table} ($5,9645 < 7,81$). So, the distribution list is normal.

3) The Homogeneity Pre-Test of the Experimental Class

Hypothesis :

$$H_o : \sigma_1^2 = \sigma_2^2$$

$$H_A : \sigma_1^2 \neq \sigma_2^2$$

Test of hypothesis:

The formula is used:

$$S^2 = \frac{\sum (n_i - 1) S_i^2}{\sum (n_i - 1)}$$

The Data of the research:

Variant	Experiment	Control
Total	2135	2115
n	30	30
\bar{X}	71.17	70.50
Variant (S^2)	80.489	123.017
Standard deviasi (S)	8.97	11.09

Tabel Uji Bartlet

Sampel	dk	1/dk	S_i^2	$\text{Log } S_i^2$	$\text{dk} \cdot \text{Log } S_i^2$	$\text{dk} * S_i^2$
1	29,00	0,0345	80,489	1,906	55,266	2334,167
2	29,00	0,0345	123,017	2,090	60,609	3567,500
Jumlah	58				115,875	5901,667

Based on the formula, it is obtained:

$$S^2 = \frac{\sum (n_i - 1) S_i^2}{\sum (n_i - 1)}$$

$$S^2 = \frac{5901,667}{58}$$

$$= 101.7528736$$

$$B = (\log S^2) S (n_i - 1)$$

$$B = 2.0007546683 \quad 58$$

$$B = 116.4377076$$

$$X^2_{hitung} = (\text{Ln } 10) \{ B - S(n_i - 1) \log S_i^2 \}$$

$$X^2_{hitung} = 2.302585093 \{ 116.4377076 - 115.875 \}$$

$$X^2_{hitung} = 1.295001462$$

With $\alpha = 5\%$ and $dk = (2-1 = 1)$ obtained $X^2_{table} = 3,84$
 Because X_{count} is lower than X_{table} ($1,295 < 3,84$). So, H_0 is accepted
 and the two groups have same variant / homogeneous.

- 4) The average of similarity Test of Pre-Test of Experimental and Control Classes.

Hypothesis:

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

Test of hypothesis:

Based on the computation of the homogeneity test, the experimental class and control class have same variant. So, the t-test formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

The data of the research:

Variant	Experiment	Control
Total	2135	2115
n	30	30
\bar{X}	71.167	70.500
Variant (S^2)	80.489	123.017
Standard deviasi (S)	8.972	11.091

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

$$S = \sqrt{\frac{(30 - 1)80.489 + (30 - 1)123.017}{30 + 30 - 2}} = 10.087$$

So, the computation t-test:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} = \frac{10.087 \frac{71.167 - 70.500}{9,23525 \sqrt{\frac{1}{30} + \frac{1}{30}}}}{0.256}$$

With $\alpha = 5\%$ and $dk = 30 + 30 - 2 = 58$, obtained $t_{table} = 1,67$.

Because t_{count} is lower than t_{table} ($0.256 < 1,67$). So, H_0 is accepted and there is no difference of the pre test average value from both groups.

b. The Data Analysis of Post-Test Scores in Experimental Class and Control Class.

Table 8
The List of the Post Test Value of the Experimental And Control Classes

No	Code	Experiment class	Code	Controll class
1	E-01	70	Code	60
2	E-02	85	C-01	60
3	E-03	85	C-02	65
4	E-04	75	C-03	50
5	E-05	80	C-04	60
6	E-06	85	C-05	60
7	E-07	80	C-06	65
8	E-08	75	C-07	55
9	E-09	80	C-08	50
10	E-10	70	C-09	60
11	E-11	85	C-10	55
12	E-12	75	C-11	60
13	E-13	80	C-12	75
14	E-14	85	C-13	50
15	E-15	85	C-14	85
16	E-16	90	C-15	85
17	E-17	70	C-16	80
18	E-18	65	C-17	75
19	E-19	65	C-18	75
20	E-20	80	C-19	80
21	E-21	85	C-20	60

22	E-22	85	C-21	80
23	E-23	70	C-22	75
24	E-24	75	C-23	80
25	E-25	60	C-24	70
26	E-26	80	C-25	80
27	E-27	60	C-26	65
28	E-28	80	C-27	80
29	E-29	90	C-28	85
30	E-30	80	C-29	60
S	=	2330		2040
n ₁	=	30		30
x ₁	=	77,7		68,0
s ₁ ²	=	68,506		130,345
s ₁	=	8,28		11,42

1) The Normality Post-Test of the Experimental Class

Based on the table above, the normality test:

Hypothesis :

Ho : The distribution list is normal.

Ha : The distribution list is not normal.

Test of hypothesis:

The formula is used:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

The computation of normality test:

Maximum score = 90

Length of the class = 5.875

Range = 30

Minimum score = 60

K/ Number of class = 6

Table 9

Distribution value Post Test of the Experimental Class

Class	f _i	X _i	X _i ²	f _i .X _i	f _i .X _i ²
60 - 65	4	62,5	3906,3	250	15625
66 - 71	4	68,5	4692,3	274	18769
72 - 77	4	74,5	5550,3	298	22201
78 - 83	8	80,5	6480,3	644	51842
84 - 89	8	86,5	7482,3	692	59858
90 - 95	2	92,5	8556,3	185	17113

Total	30			2343	185408
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$$\bar{X} = \frac{\sum f_i x_i}{\sum f_i} = \frac{2343}{30} = 78,1$$

$$s^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)} = \frac{30 * 185408 - (2343)^2}{30(30-1)}$$

$$s^2 = 83,4207$$

$$s = 9,13349$$

Table 10

Observation frequency value of post test

Of experiment class

Class	Bk	Z _i	P(Z _i)	Sizes class	E _i	O _i	$\frac{(O_i - E_i)^2}{E_i}$
60 - 65	0.50	-8.50	-0.500				
				0.0839	2.5159	4	0.8754
66 - 71	65.50	-1.38	-0.416				
				0.1511	4.5328	4	0.0626
72 - 77	71.50	-0.72	-0.265				
				0.2389	7.1656	4	1.3985
78 - 83	77.50	-0.07	-0.026				
				0.1966	5.8989	8	0.7484
84 - 89	83.50	0.59	0.223				
				0.1712	5.1359	8	1.5973
90 - 95	89.50	1.25	0.394				
				0.0776	2.3281	2	0.0462
	95.50	1.91	0.472				
X² =							4.7284

With $\alpha = 5\%$ and $dk = 6-3 = 3$, from the chi-square distribution table, obtained $X_{table} = 7,81$. Because X^2_{count} is lower than X^2_{table} ($4.7284 < 7,81$). So, the distribution list is normal.

2) The Normality Post-Test of the Control Class

Hypothesis: Ho : The distribution list is normal

Ha : The distribution list is not normal

Test of hypothesis:

The formula is used:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

The computation of normality test:

Maximum score = 85

Length of the class = 5,8475

Minimum score = 50

Range = 35

K/many class interval = 6

Table 11

Distribution value of post test of control class

Class	f_i	X_i	X_i^2	$f_i \cdot X_i$	$f_i \cdot X_i^2$
50 - 56	5	53	2809	265	14045
57 - 63	8	60	3600	480	28800
64 - 70	4	67	4489	268	17956
71 - 77	4	74	5476	296	21904
78 - 84	6	81	6561	486	39366
85 - 91	3	88	7744	264	23232
Total	30		30679	2059	145303

$$\bar{X} = \frac{\sum f_i x_i}{\sum f_i} = \frac{2059}{30} = 68,6333$$

$$s^2 = \frac{n \sum f_i \cdot x_i^2 - (\sum f_i x_i)^2}{n(n-1)} = \frac{30 * 145303 - (2059)^2}{30(30-1)}$$

$$s^2 = 137,482$$

$$s = 11,7253$$

Table 12

**Observation frequency value of post test
Of control class**

Kelas	Bk	Z_i	$P(Z_i)$	Luas Daerah	E_i	O_i	$\frac{(O_i - E_i)^2}{E_i}$
50 - 56	49,50	-1,63	-0,449				
				0,0990	2,9706	5	1,3864

57	-	63	56,50	-1,03	-0,350				
						0,1804	5,4115	8	1,2381
64	-	70	63,50	-0,44	-0,169				
						0,1060	3,1797	4	0,2116
71	-	77	70,50	0,16	0,063				
						0,2120	6,3597	4	0,8756
78	-	84	77,50	0,76	0,275				
						0,1368	4,1031	6	0,8770
85	-	91	84,50	1,35	0,412				
						0,0624	1,8726	3	0,6788
			91,50	1,95	0,474				
							χ^2_{hitung}	=	5,2675

With $\alpha = 5\%$ and $dk = 6-3 = 3$, from the chi-square distribution table, obtained $X_{table} = 7,81$. Because X^2_{count} is lower than X^2_{table} ($5,2675 < 7,81$). So, the distribution list is normal.

3) The Homogeneity Post-Test of the Experimental Class

Hypothesis :

$$H_o : \sigma_1^2 = \sigma_2^2$$

$$H_A : \sigma_1^2 \neq \sigma_2^2$$

Test of hypothesis:

The formula is used:

$$S^2 = \frac{\sum (n_i - 1) S_i^2}{\sum (n_i - 1)}$$

The Data of the research:

Variant	Experiment	Control
Total	2330	2040
n	30	30
\bar{X}	77.67	68.00
Variant (S^2)	68.506	130.345
Standard deviasi (S)	8.28	11.42

The Table of Bartlet Test

Sampel	dk	1/dk	S_i^2	$\text{Log } S_i^2$	$\text{dk} \cdot \text{Log } S_i^2$	$\text{dk} * S_i^2$
1	29,00	0,0345	68,506	1,836	53,236	1986,667
2	29,00	0,0345	130,345	2,115	61,338	3780,000
Jumlah	58				114,574	5766,667

$$S^2 = \frac{\sum (n_i - 1) S_i^2}{\sum (n_i - 1)}$$

$$S^2 = \frac{5766,667}{58} = 99,42528736$$

$$B = (\log S^2) S (n_i - 1)$$

$$B = 1,997496855 \quad 58$$

$$B = 115,8548176$$

$$X^2_{count} = (\text{Ln } 10) \{ B - S(n_i - 1) \log S_i^2 \}$$

$$X^2_{count} = 2.302585093 \{ 115,8548176 - 114,574 \}$$

$$X^2_{count} = 2,949644013$$

With $\alpha = 5\%$ and $dk = (2-1=1)$, obtained $X^2_{table} = 3,84$.
 Because X^2_{count} is lower than X^2_{table} ($2,95 < 3,84$). So, H_0 is accepted and the two groups have same variant/ homogeneous.

3. The Hypothesis Test

The hypotheses in this research is a significance difference in grammar test score between students taught using *think pair share* and those taught using non- *think pair share*.

In this research, because $\sigma_1^2 = \sigma_2^2$ (has same variant), the t-test formula is as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \boxed{S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}}$$

The data of the research:

Variant	Experimental	Controll
Total	2330	2040
N	30	30
X	77.667	68.000
Varian (S^2)	68.506	130.345
standart deviasi	8.28	11.42

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

$$S = \sqrt{\frac{(30-1).68,506 + (30-1)130,345}{30+30-2}} = 10.087$$

So, the computation t-test:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} = \frac{77,667 - 68,000}{9,971 \sqrt{\frac{1}{30} + \frac{1}{30}}} = 3.755$$

With $\alpha = 5\%$ and $dk = 30+30-2 = 58$, obtained $t_{table} = 1,67$

Because t_{count} is lower than t_{table} ($1.67 < 3.755$). So, H_0 is accepted and there is no difference of the pre test average value from both groups.

From the computation above, the t-table is 1.67 by 5% alpha level of significance and $dk = 30+30-2=58$. T-value was 3.755. So, the t-value was higher than the critical value on the table ($3.755 > 1.67$).

From the result, it can be concluded that using *think pair share* is more effective than without using *think pair share* in teaching quantifier. The hypothesis is accepted.

C. Discussion of Research Finding

The result of the research shows that the experimental class (the students who are taught using *think pair share*) has the mean value pre-test was 71.167 and post-test was 77.667. While the control class (the students

who are taught without using *think pair share*) has the mean value pre-test was 70.500 and post-test was 68.000.

On the other hand, the test of hypothesis using t-test formula shows the value of the t-test is higher than the critical value. The value of t-test is 3.755, while the critical value on $t_{s,0,05}$ is 2,00. It means that using *think pair share* more effective than without using *think pair share* in teaching quantifier.

D. Limitation of the Research

The writer realizes that this research had not been done optimally. There were constraints and obstacles faced during the research process. Some limitations of this research are:

1. Relative short time of research makes this research could not be done maximum.
2. The research is limited at SMP N 23 Semarang. So that when the same research will be gone in other schools, it is still possible to get different result.
3. The implementation of the research process was less perfect. Because short time of this research, so the assessment was conducted not only based on the material given in the class but also the assignments or exercises given to students' homework.

Considering all those limitations, there is a need to do more research about teaching quantifier using *think pair share*. So that, the more optimal result will be gained.

CHAPTER V

CONCLUSION

A. Conclusion

Having conducted the research of teaching quantifier using think pair share, the researcher draws some conclusions based on the discussion. The conclusions are:

1. The implementation of Cooperative learning *think pair share* type in SMP N 23 is easily and fun learning. *Think pair share* is one of the methods in teaching and learning. By using *think pair share* students more understand and memorize it well because it consists of thing independently, cooperate and share the answer together. Therefore, they are not confused to understand the grammar and did not easy to get bored.
2. The result of the students SMP N 23 achievement are any improvement. It can be seen from the result of students achievement of grammar test score of experimental class before the students taught using *think pair share* are 71.17. After using think pair share the result are 77.667.
3. Using *think pair share* in SMP N 23 is more effective in teaching quantifier than without using *think pair share*. It is showed of the mean of experimental class is higher than control class ($77.667 > 68,000$). On the other hand, the test of hypothesis using t-test formula shows the value of

the t-test is higher than the value of the t-table. The value of t-test is 3,755, while the value of t-table on $\alpha = 5\%$ is 1,67 (3,755 > 2,00). The hypothesis is accepted.

B. Recommendation

In English language teaching and learning at Junior High School, the teacher must create enjoyable, fun and interesting situation as possible as the teacher can. The enjoyment ought to be the foremost aims which hopefully will have good effects on the education, because what they dislike, they drop as soon as possible. In other word, the teacher should make learning enjoyable because students love think pair share and learn well when they are enjoying themselves.

This research has found ⁴⁹ the description students' achievement at SMP N 23 Semarang in grammar test score. Teaching quantifier using think pair share can motivate students to improve their understanding. Think pair share is one of the methods in teaching and learning grammar, especially "quantifier". By using think pair share, students will memorize the material in their mind easily. *Think pair share* can be an appropriate method in teaching grammar.

Quantifier is one of grammar that has many kinds and types. By using *think pair share* students are expected to understand and memorize it well because it consists of individual task and cooperate.

The writer hopes the school institution can support teachers to create enjoyable, fun and interesting situation in learning such as think pair share in teaching quantifier. So, this research can increase students' knowledge especially in English skill

Finally, the writer realizes that this paper is far from being perfect. Because of that, constructive critics and advice are really expected for the perfection of the thesis. Hopefully, this thesis will be useful for all of us. Amen.

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APPENDIX

LESSON PLAN FOR EXPERIMENTAL CLASS

School : SMP N 23 Semarang

Subject : English

Theme : The Small Hotel

Skill Focus : Writing

Class/ Semester : VIII D / 2

Time Allotment : 3 x 45 minutes

Competence Standard:

- To communicate by using appropriate language fluently, and accurately in monologue of descriptive text

Basic Competence :

- To express the meaning of rhetorical step accurately in the descriptive text.

Indicator :

- Students are able to answer the teacher's question.
 1. Mention the kinds of quantifiers?
 2. What is countable and uncountable noun?

What is countable and uncountable

- Students are able to understand the using of each quantifier based on the situation.

Learning of Objectives :

By the end of the study, the students are able to use quantifier correctly and accurately.

Material : Quantifiers

Media : Think Pair Share

Teaching and Learning Activity:

1. Pre activity
 - Greeting
 - Checking students attendance.

2. Main activity

First Meeting

1) BKOF (Building Knowledge of the Field)

- Teacher asks the students about countable and uncountable noun.
 1. What is countable and uncountable noun?
- Ask the students about quantifiers.
 1. What is quantifier?
- Ask the students kind of quantifiers.
 1. Please mention the kind of quantifier?

2) MOT (Modelling of the Text)

- The teacher gives examples of Countable and Uncountable Noun.
- The teacher gives examples of Quantifiers.
- The teacher gives example of Quantifiers.

3) JCOT (Joint Construction of the Text)

- The teacher asks the students think independently about the question.
 - What is countable and uncountable noun?
 - What is quantifier?
- The teacher asks the students to work in pairs to discuss about the question.
- The students explain the result of their discussion in front of class and the other students correct the answer together.

4) ICOT (Independent Construction of the Text)

- The teacher asks the students to make three sentences using quantifiers.

Second Meeting

1) BKOF (Building Knowledge of the Field)

- The teacher asks the students about Quantifier.
- Ask the students kind of quantifiers

2) MOT (Modelling of the Text)

- The teacher gives explanation about Quantifier.

- The teacher gives example of Quantifier
- 3) JCOT (Joint Construction of the Text)
 - The teacher gives rules of *think pair share*.
 - The teacher ask the students think about Quantifier individually.
 - The teacher ask the students make in pair.
 - Each group makes a list of sentences using Quantifier.
 - One of group come forward and explain their answer and the other students correct the answer together.
 - 4) ICOT (Independent Construction of the Text)
 - The teacher asks the students to make two sentences using quantifiers.
3. Post activity
- the teacher reviews the explanation they have discussed
 - teacher closes the meeting

Third Meeting

- 1) BKOF (Building Knowledge of the Field)
 - The teacher asks the students about Quantifier.
 - Ask the students kind of quantifiers
- 2) MOT (Modelling of the Text)
 - The teacher gives explanation about Quantifier.
 - The teacher gives example of Quantifier
- 3) JCOT (Joint Construction of the Text)
 - The teacher gives rules of *think pair share*.
 - The teacher ask the students think about Quantifier individually.
 - The teacher ask the students make in pair.
 - Each group makes a list of sentences using Quantifier.
 - One of group come forward and explain their answer and the other students correct the answer together.
- 4) ICOT (Independent Construction of the Text)

- The teacher asks the students to make two sentences using quantifiers.

4. Post activity

- the teacher reviews the explanation they have discussed
- teacher closes the meeting

Form : Written

Technique : Students do multiple choice

Aspect : Test item 20

Each item scored 1

Scoring/ assesment : $\frac{\text{The right answer}}{\text{Total Number}} \times 100$

LESSON PLAN FOR CONTROL CLASS

School : SMP N 23 Semarang
Subject : English
Theme : My Unforgettable Experience
Skill Focus : Grammar
Class/ Semester : VIII E / 2
Time Allotment : 3 x 45 minutes

Competence Standard:

- To communicate by using appropriate language fluently, and accurately in descriptive text

Basic Competence :

- To express the meaning of rhetorical step accurately in the descriptive text.

Indicator :

1. Students are able to know the meaning of Quantifier.
2. Students are able to know the pattern of Quantifier.
3. Students are able to know how to use of Quantifier.
4. Students are able to give example of Quantifier.

Learning of Objectives :

By the end of the study, the students are able to use quantifier correctly and accurately.

Material : Quantifier.

Media : -

Teaching and Learning Activity:

1. Pre activity

- Greeting
- Checking students attendance

2. Main activity

First Meeting

1) BKOF (Building Knowledge of the Field)

- Ask the students “what are you doing?”
- Ask the students kind of quantifier.

2) MOT (Modelling of the Text)

- The teacher explain the kinds of quantifier.
- The teacher gives example of quantifier.

3) JCOT (Joint Construction of the Text)

- The teacher asks the students to make an example of quantifier.
- The teacher gives some questions about quantifier.
- The teacher asks the students to come forward and write down their answers on white board
- The teacher checks it and give the right answers
- The teacher asks the students to write down their answers in white board

4) ICOT (Independent Construction of the Text)

- The teacher asks the students to make three sentences on Quantifier.

Second Meeting

1) BKOF (Building Knowledge of the Field)

- The teacher asks the students about Quantifier.
- Ask the students “what are you doing?”

2) MOT (Modelling of the Text)

- The teacher gives explanation about Quantifier.
- The teacher gives example of Quantifier.

3) JCOT (Joint Construction of the Text)

- The teacher asks the student to answer the question.

- The teacher gives more examples of quantifier and how to answer
- The teacher gives some questions about Quantifiers.
- The teacher asks the student to come forward and write down their answers on white board.
- The teacher gives the right answers.

4) ICOT (Independent Construction of the Text)

- The teacher asks the students to make two sentences about Quantifier.

3. Post activity

- The teacher reviews the explanation they have discussed
- Teacher closes the meeting

Third Meeting

1) BKOF (Building Knowledge of the Field)

- The teacher asks the students about Quantifier.
- Ask the students “what are you doing?”

2) MOT (Modelling of the Text)

- The teacher gives explanation about Quantifier.
- The teacher gives example of Quantifier.

3) JCOT (Joint Construction of the Text)

- The teacher gives more examples Quantifier and how to answer.
- The teacher give some questions about Quantifiers.
- The teacher asks the student to come forward and write down their answers on white board.
- The teacher gives the right answers.

4) ICOT (Independent Construction of the Text)

- The teacher asks the students to make two sentences about Quantifier.

4. Post activity

- The teacher reviews the explanation they have discussed

- Teacher closes the meeting

Form : Written

Technique : Students do multiple choice

Aspect : Test item 20

Each item scored 1

Scoring/ assesment : $\frac{\text{The right answer}}{\text{Total Number}} \times 100$

The List of VIII E Students (Control Class)

No.	Name	Code of the Students
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1.	NIKEN LARASATI	C – 1
2.	ULFI. S. P	C– 2
3.	DICKY EKA PUTRA NUGRAHA	C–3
4.	PAMUNGKAS. P. S	C– 4
5.	ANANG DINAR PAMBUDI	C– 5
6.	IDDO ELIANTA	C– 6
7.	PRAHATNA L. D	C– 7
8.	YOGI PRIYONGGO	C– 8
9.	AJI ANJAS	C– 9
10.	OKI KURNIAWAN	C– 10
11.	YOSHUA REVI R. S	C– 11
12.	JIWO SURYO P	C– 12
13.	NOVIA NUR HIDAYAH	C– 13
14.	DIAN NURHAYATI	C– 14
15.	WHENDY WIJAYA	C– 15
16.	ANIK SOLEKAH	C– 16
17.	ARUM	C– 17
18.	SUSI	C– 18
19.	HANNINDITA S. P	C– 19
20.	SELLA OKTAVIANA	C– 20
21.	ANDINI BUNGA P	C– 21
22.	YUDITA Z. A	C– 22
23.	AUFA DESTIYASARI	C– 23
24.	ARIF BUDHI R	C– 24
25.	DIMAS ANGA S	C– 25
26.	SHUFI H	C– 26
27.	ALVIN VISSI J. R	C– 27
28.	RIYAN ADITYA PRATAMA	C– 28
29.	RIFAL AZI NUR K	C– 29
30.	DIAN FEBRIANA	C – 30

The List of VIII D Students (Experimental Class)

No.	Name	Code of the Students
1.	AMAR T. R	E – 1
2.	EKA SARI WARDHANY	E – 2
3.	LINA PRIHASTUTI	E – 3
4.	AMALIA S	E – 4
5.	DIKA ARYANI P	E – 5
6.	AGUSTIN FEBY M	E – 6

7.	HASNA ASTI KHAIRUNNISA	E – 7
8.	HARWANDA S	E – 8
9.	LUTVI N. B	E – 9
10.	NOVIYANTO	E – 10
11.	FIAN ARDI NUGROHO	E – 11
12.	ANINDYA SEKAR DESTIYANA	E – 12
13.	LUQMAN ADI S	E – 13
14.	FENDIKA RUDY P	E – 14
15.	ADY SAPUTRA	E – 15
16.	AIDA RAHMAWATI	E – 16
17.	SAFARIAN B. K	E – 17
18.	YULI AGUNG P	E – 18
19.	SETYA K	E – 19
20.	AIDATUL YSROK	E – 20
21.	ARIF GUNTUR SAPUTRO	E – 21
22.	TESA PRATAMA PUTRA	E – 22
23.	REZA F	E – 23
24.	NIMA AGUSTINA IRASMIYANTI	E – 24
25.	LAILI MUBARIDAH	E – 25
26.	DERMANTO	E – 26
27.	NURDIN AKHMAD A. P	E – 27
28.	ZULFAISHA HAFNI	E – 28
29.	CANDRA BAYU SUKMA	E – 29
30.	DWI ARIYANTO	E – 30

The List of VIII G Students (Try out Class)

No.	Name	Code of the Students
1.	TRI WAHYUNINSIH	T – 1
2.	SRI WAHYU NINGSIH	T – 2
3.	CHUSNUL C	T – 3
4.	DISKA ARI	T – 4
5.	RATRI KARMILA SARI	T – 5
6.	MIFTAH KHOIRIYAH	T – 6
7.	WAHYU ADHI S	T – 7
8.	SUBAROKAH T	T – 8
9.	CANTIK BETA R	T – 9
10.	SITI MAEMUNAH	T – 10
11.	ADRIAN ERSA	T – 11

12.	M. AJI SUKMA	T- 12
13.	BAHARUDIN	T- 13
14.	FEBRIANA D. H	T- 14
15.	ANDIKA YOGA A	T- 15
16.	BAGUS P	T- 16
17.	ANANTYO H W	T- 17
18.	ASMORO	T- 18
19.	NANDA P	T- 19
20.	SELFA G F	T- 20
21.	EKA MARDIAH	T- 21
22.	MAULANA	T- 22
23.	NUR SAHID	T- 23
24.	RIO S	T- 24
25.	AULIA KHANIFA	T- 25
26.	ADZINATIN ALAIM	T- 26
27.	REGTER ARDHY B	T- 27
28.	TATAS W	T- 28
29.	AGUNG N	T- 29
30.	OLGA SILVI A	T- 30



PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 23 SEMARANG

Jl RM Hadi subeno, s, kode pos 50218 telp 024- 7711053

SURAT KETERANGAN

Nomor :

Assalamu'alaikum Wr. Wb

Yang bertanda tangan dibawah ini, kepala SMP N Semarang menerangkan dengan sebenarnya bahwa :

Nama : Abdul Khalim

Nim : 0534111257

Fakultas : Tarbiyah

Jurusan : Tadris Bahasa Inggris

Alamat : Danyang Mulyo Rt. 5/3 Kec. Winong Kab. Pati

Mahasiswa tersebut benar – beanar telah melakukan penelitian di SMP N 23 Semarang guna penulisan skripsi yang berjudul :

The Effectiveness of Cooperative Learning Think Pair Share Type to Teach Quantifiers : An Experimental Study at Eight Grade Students of SMP N 23 Semarang in the Academic Year 2009/2010.

Demikian surat keterangan ini dibuat dengan sebenarnya, kemudian untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum wr. wb

Semarang, 2010

Drs. S. Agung Nugroho, MM
NIP. 196810111993031005

POST TEST

Nama :

Kelas :

- | | |
|-----------------------------------|-------------------------------------|
| 1. There are not boys here. | b. much |
| a. much | c. a little |
| b. many | 4. Give me water ... please. |
| c. a little | a. some |
| 2. I do not have ... money today. | b. a few |
| a. a few | c. many |
| b. many | 5. I saw people In your home. |
| c. any | a. much |
| 3. There are ... people at the | b. a little |
| meeting | c. many |
| a. many | |

6. We have money, if you want to borrow it.
- a. many
 - b. much
 - c. a little
7. I have friends.
- a. a little
 - b. a lot of
 - c. much
8. I have pencils.
- a. some
 - b. much
 - c. a little
9. Please buy apples.
- a. a few
 - b. many
 - c. some
10. How money do you have?
- a. much
 - b. many
 - c. a little
11. Do you have ... friends?
- a. any
 - b. much
 - c. a little
12. How ... cars do you have?
- a. much
 - b. many
 - c. a little
13. Give me... water, please?
- a. a few
 - b. a little
 - c. many
14. Do you have... money?
- a. many
 - b. any
 - c. a few
15. I saw ... people in your home.
- a. a little
 - b. much
 - c. a few
16. I have ... money to buy ice cream.
- a. a few
 - b. many
 - c. a little
17. I do not have ... money
- a. many
 - b. much
 - c. a few
18. I drink ... milk today.
- a. a lot of
 - b. a few
 - c. many
19. Do you have ... ice cream left?
- a. any
 - b. many
 - c. a few
20. I do not drink ... tea.
- a. much
 - b. many
 - c. a few

PRE TEST

Nama :

Kelas :

- | | |
|------------------------------|-------------------------------------|
| 1. How ... cars do you have? | c. a few |
| a. much | 4. I do not have ... money today. |
| b. many | a. a few |
| c. a little | b. many |
| 2. I do not have ... money | c. any |
| a. many | 5. Give me water please. |
| b. much | a. some |
| c. a few | b. a few |
| 3. I do not drink ... coffee | c. many |
| a. much | 6. I saw people In your home. |
| b. many | a. much |

- b. a little
c. many
7. We have money, if you want to borrow it.
a. many
b. much
c. a little
8. I have books.
a. a little
b. a lot of
c. much
9. There are ... people at the meeting
a. many
b. much
c. a little
10. I have rulers.
a. some
b. much
c. a little
11. Please buy bananas.
a. a few
b. many
c. some
12. How money do you have?
a. much
b. many
c. a little
13. Give me... water, please?
a. a few
b. a little
c. many
14. Do you have... money?
a. many
b. any
c. a few
15. Do you have ... friends?
a. any
b. much
c. a little
16. I saw ... people in your home.
a. a little
b. much
c. a few
17. I have ... money to buy ice cream.
a. a few
b. many
c. a little
18. I drink ... milk today.
a. a lot of
b. a few
c. many
19. Do you have ... ice cream left?
a. any
b. many
c. a few
20. There are not girls here.
a. much
b. many
c. a little

TRY OUT

Nama :

Kelas :

1. I do not have ... money
 - a. much
 - b. many
 - c. a few
2. I do not drink ... coffee
 - a. much
 - b. many
 - c. a few
3. I do not have apples
 - a. much
 - b. many
 - c. a little
4. There are ... people at the meeting
 - a. much
 - b. many
 - c. a little
5. Do you have ... ice cream left?
 - a. many
 - b. a few
 - c. any
6. I do not have ... money today.
 - a. any
 - b. a few
 - c. many
7. Give me water please.
 - a. some
 - b. a few
 - c. many
8. I saw people In your home.
 - a. much
 - b. many
 - c. a little
9. We have Money, if you want to borrow it.
 - a. many
 - b. much
 - c. a little
10. I have books.
 - a. a little
 - b. a lot of
 - c. much
11. I drink coffee.
 - a. a little
 - b. a few
 - c. any
12. I have rulers.
 - a. some
 - b. much
 - c. a little
13. Mrs. Julia wants milk, for her baby.
 - a. some
 - b. many
 - c. a few
14. Please buy bananas.
 - a. some
 - b. little
 - c. much
15. How money do you have?
 - a. much
 - b. many
 - c. a little
16. Do you have ... friends?
 - a. any
 - b. much

c. a little

17. Give me... water, please?

- a. a few
- b. a little
- c. many

18. Do you have... money?

- a. many
- b. any
- c. a few

19. I have ... friends?

- a. a little
- b. a few
- c. much

20. I saw ... people in your home.

- a. a little
- b. a few
- c. much

21. I have ... money to buy ice cream.

- a. a few
- b. a little
- c. many

22. How ... people in your home?

- a. much
- b. many
- c. a little

23. I drink ... milk today.

- a. a few
- b. a lot of
- c. many

24. How ... car do you have?

- a. much
- b. many
- c. a little

25. There are not girls here.

- a. much
- b. many
- c. a little

KEY ANSWER

Try Out

- | | |
|-------|-------|
| 1. A | 14. A |
| 2. A | 15. A |
| 3. B | 16. A |
| 4. B | 17. B |
| 5. C | 18. B |
| 6. A | 19. B |
| 7. A | 20. B |
| 8. B | 21. B |
| 9. B | 22. B |
| 10. B | 23. B |
| 11. B | 24. B |
| 12. A | 25. B |
| 13. A | |

KEY ANSWER

Pre test

- | | |
|-------|-------|
| 1. B | 11. C |
| 2. B | 12. C |
| 3. A | 13. B |
| 4. C | 14. B |
| 5. A | 15. A |
| 6. C | 16. C |
| 7. B | 17. C |
| 8. B | 18. A |
| 9. B | 19. A |
| 10. A | 20. B |

KEY ANSWER

Post test

- | | |
|-------|-------|
| 1. B | 11. A |
| 2. B | 12. B |
| 3. B | 13. B |
| 4. A | 14. C |
| 5. C | 15. B |
| 6. B | 16. B |
| 7. B | 17. A |
| 8. A | 18. A |
| 9. A | 19. A |
| 10. B | 20. C |

CURRICULUM VITAE

Personal Details

Full Name : Abdul Khalim
Student Number : 3105257
Place, Date of Birth : Pati, 14 Maret 1986
Address : Ds. Danyang mulyo Rt. 5/Rw. III 59181 Kec. Winong
Kab. Pati
Boarding house : Jl. Segaran Baru III Rt. / Rw. XI Purwoyoso, Ngaliyan
Semarang

Educational Background

1. MI Tarbiyatul Mubtadi graduated in 1999
2. MTs N Winong graduated in 2002
3. MAN 1 Rembang graduated in 2005
4. IAIN Walisongo Students of tarbiyah faculty 2005