



THESIS

**THE APPLICATION OF “THINK-PAIR-SHARE” IN TEACHING
ENGLISH SPEAKING SKILLS**



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THE APPLICATION OF “THINK-PAIR-SHARE” IN TEACHING ENGLISH SPEAKING SKILLS



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APPROVAL SHEET

This document certifies that the thesis titled "The Appliction of Think-Pair-Share in Teaching English Speaking Skills," authored by Okta Lutfiana, has received approval from the thesis supervisors for presentation in an oral examination before the appointed examiners at the Faculty of Business, Languages, and Education, University of Pesantren Tinggi Darul Ulum Jombang.

Jombang, June 27, 2024

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DECLARATION

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With dedicated effort, I have authored the thesis titled " The Application of Think-Pair-Share in Teaching English Speaking Skills." It is an original work, free from plagiarism and unnecessary replication. Any references to the work of others are appropriately acknowledged through citations, quotes, and references included in the thesis.

In the event that this statement is demonstrated to be incorrect, the researcher readily accepts full responsibility within the domain of the English Language Education Department, Faculty of Business, Languages, and Education, University of Pesantren Tinggi Darul Ulum Jombang.

Jombang, June 27, 2024



Okta Lutfiana



MOTTO

“Selalu ada harga dalam sebuah proses. Nikmati saja lelah-lelah itu. Lebarkan lagi rasa sabar itu. Semua yang kau investasikan untuk menjadikan dirimu serupa yang kau impikan, mungkin tidak akan berjalan lancar. Tapi gelombang-gelombang itu yang bisa kau ceritakan.”

(Boy Candra)



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ABSTRACT

Lutfiana, Okta. 2024. The Application of The Think-Pair-Share in Teaching English Speaking Skills. Thesis, Department of English Education, Faculty of Business, Language, and Education, Unipdu. My first supervisor: (1) Mrs.Trikaloka Handayani Putri, S.S., M.Pd. (2) Mrs.Nailul Fauziyah, S.Hum., M.Pd.

This study seeks to identify the learning activities of teachers and students that represent the steps of implementing the TPS (Think-Pair-Share) method as well as to identify students' responses in English learning activities, especially speaking skills using the TPS (Think-Pair-Share) method in the context of students' speaking skills in the classroom. To obtain data to answer the research questions, a qualitative research design was used. The instruments used were observation and interview, while the participants in this study were English teachers and students of SMAN Jogoroto Jombang who had teaching experience for 20 years. The results showed that the activities carried out by teachers and students represented the steps of the TPS (Think-Pair-Share) method. The TPS disussed a.)Think: 1.The teacher presents the discussion topic and material learned in the lesson and presents the material, 2. Students complete the task according to the work procedures that have been explained by the teacher,3.Tasks are given according to the instructor's directions. If more time is needed, the teacher provide advice, 4.Students perform the data analysis s tage. After analysing the data, each student individually records the questions and observations in their notebooks. b.) Pair: 5.A student pairs 2 people with a group member. Group member are divided according to the friend next to them, c.)Share: 6.After that, present the results of their respective thoughts and each group comes forward to present the results of their group discussion, 7.The teacher responds to the results of student presentations and provides accurate information, 8. Students ask questions to the teacher about the learning that has been completed. While in student responses include, 1.) Students pay attention when the teacher explains, 2.) Students actively participate in the classroom, 3.) Students can follow the teacher's instructions in working on the LKS, 4.) Students are confident to have an opinion. In addition, it was also revealed that some steps of the TPS (Think-Pair-Share) method applied by the teacher were not applied during the learning process in the classroom.

Keywords: *TPS (Think-Pair-Share) Method, Speaking skills, Student Response.*

Abstrak

Penelitian ini berusaha untuk mengidentifikasi aktivitas pembelajaran guru dan siswa yang merepresentasikan langkah-langkah penerapan metode TPS (Think-Pair-Share) serta mengidentifikasi respon siswa dalam kegiatan pembelajaran bahasa Inggris, khususnya keterampilan berbicara dengan menggunakan metode TPS (Think-Pair-Share) dalam konteks keterampilan berbicara siswa di dalam kelas. Untuk memperoleh data guna menjawab pertanyaan penelitian, digunakan desain penelitian kualitatif. Instrumen yang digunakan adalah observasi dan wawancara, sedangkan partisipan dalam penelitian ini adalah guru bahasa Inggris dan siswa SMAN Jogoroto Jombang yang memiliki pengalaman mengajar selama 20 tahun. Hasil penelitian menunjukkan bahwa kegiatan yang dilakukan oleh guru dan siswa merepresentasikan langkah-langkah metode TPS (Think-Pair-Share). Pada TPS mendiskusikan, a.) Think (berpikir): 1.Guru menyampaikan topik diskusi yang



dipelajari dalam pembelajaran dan menyajikan materi, 2. Siswa menyelesaikan tugas sesuai dengan prosedur kerja yang telah dijelaskan oleh guru, 3. Tugas siswa diberikan sesuai dengan yang telah ditentukan oleh guru. Jika masih membutuhkan waktu, guru harus memberikan saran, 4. Siswa melakukan tahap analisis data. Setelah menganalisis data, setiap siswa secara individu mencatat pertanyaan dan hasil pengamatannya di buku catatan masing-masing, b.) Pair (berpasangan): Siswa berpasangan dengan teman satu kelompoknya sebanyak 2 orang. Anggota kelompok dibagi sesuai dengan teman di sebelahnya, c.) Share (berbagi): 6. Setelah itu mempresentasikan hasil pemikiran masing-masing dan setiap kelompok maju ke depan untuk mempresentasikan hasil diskusi kelompoknya, 7. Guru menanggapi hasil presentasi siswa dan memberikan informasi yang akurat, 8. Siswa mengajukan pertanyaan kepada guru tentang pembelajaran yang telah diselesaikan. Sedangkan pada respon siswa meliputi, 1.) Siswa memperhatikan saat guru menjelaskan, 2.) Siswa berpartisipasi aktif di dalam kelas, 3.) Siswa dapat mengikuti instruksi guru dalam mengerjakan LKS, 4.) Siswa percaya diri untuk berpendapat. Selain itu, terungkap juga bahwa beberapa langkah metode TPS (Think-Pair-Share) yang diterapkan oleh guru tidak diterapkan pada saat proses pembelajaran di kelas.

Kata kunci : Metode TPS (Think-Pair-Share), Speaking skills, Respon Siswa.