

**THE IMPLEMENTATION OF THINK-PAIR-SHARE
STRATEGY TO TEACH SPEAKING SKILLS AT ISLAMIC
JUNIOR HIGH SCHOOL**

AN UNDERGRADUATE THESIS

Submitted to fulfill one the Requirement for *Sarjana Pendidikan* Degree
at English Education Department of Faculty of Education and Teacher Training

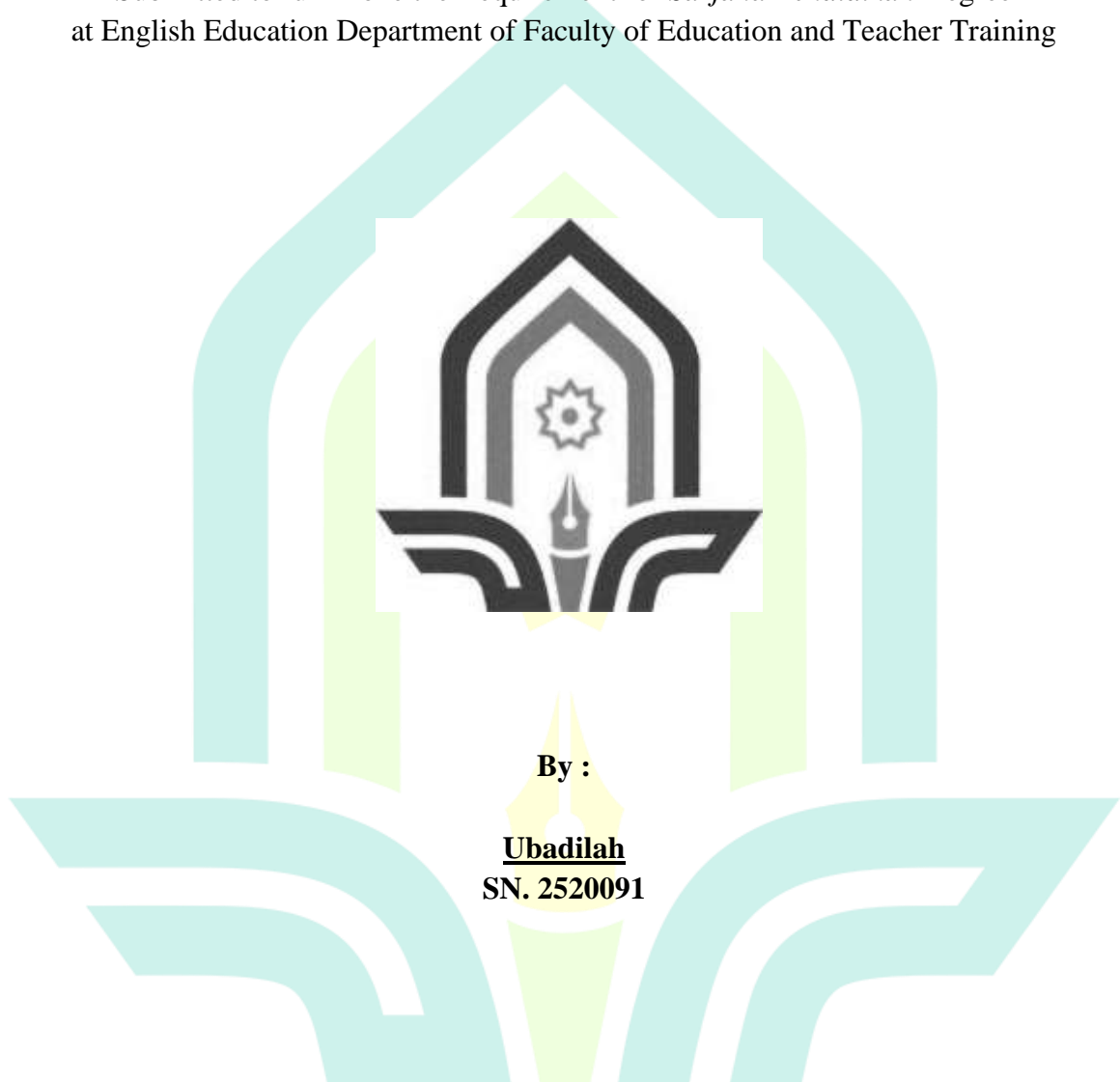


**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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By :

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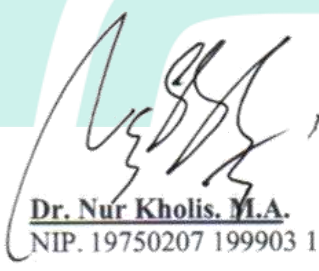
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Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum W.W.

Pekalongan, 12 Juni 2025
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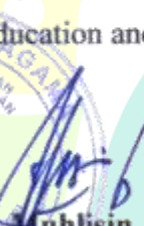
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In the process of preparing this thesis, the author received various forms of support and assistance, both materially and non-materially, from various parties. With full respect and gratitude, allow the author to express his gratitude to the following parties:

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MOTO

“I know I need other people in my life.”

(Monkey D Luffy)



ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan perencanaan, pelaksanaan, dan evaluasi pengajaran keterampilan berbicara melalui strategi Think-Pair-Share di tingkat kelas delapan sebuah sekolah menengah pertama di Kabupaten Batang. Penelitian ini menggunakan metode kualitatif deskriptif, dengan data yang dikumpulkan melalui observasi, wawancara semi-terstruktur dengan seorang guru bahasa Inggris dan empat siswa, dan kajian dokumen modul pengajaran. Hasil penelitian menunjukkan bahwa tujuan pembelajaran difokuskan untuk membantu siswa mengekspresikan ide secara kritis, terlibat dalam diskusi berpasangan, dan mempresentasikan ide mereka dengan percaya diri menggunakan struktur simple present tense. Pelaksanaannya mengikuti tahapan TPS: pertama-tama siswa berpikir secara individu tentang petunjuk yang diberikan (Think), kemudian berdiskusi dengan teman sebangku (Pair), dan akhirnya mempresentasikan ide mereka di depan kelas (Share). Guru menggunakan media pembelajaran yang bervariasi, seperti video dan PowerPoint, serta mengadaptasi materi dari sumber-sumber digital. Evaluasi dilakukan melalui penilaian formatif, termasuk tes tertulis dan lisan, yang menilai pelafalan, tata bahasa, kosakata, dan kelancaran. Temuan penelitian menunjukkan bahwa strategi TPS secara efektif menumbuhkan partisipasi siswa, membangun kepercayaan diri, dan meningkatkan kemampuan berbicara dalam lingkungan belajar yang terstruktur dan interaktif. Oleh karena itu, TPS dapat dianggap sebagai pendekatan yang tepat dan praktis untuk mendukung pengembangan komunikasi lisan siswa dalam konteks EFL.

Kata kunci: Strategi Think-Pair-Share, Pengajaran keterampilan berbicara, pembelajaran kooperatif

ABSTRACT

This research aims to describe the planning, implementation, and evaluation of teaching speaking skills through the Think-Pair-Share (TPS) strategy at the eighth-grade level of an Islamic junior high school in Batang Regency. The study employed a descriptive qualitative method, with data collected through observation, semi-structured interviews with an English teacher and four students, and document review of teaching modules. The results showed that the learning objectives were focused on helping students express ideas critically, engage in pair discussions, and present their ideas confidently using simple present tense structures. The implementation followed the TPS stages: students first thought individually about given prompts (Think), then discussed with their peers (Pair), and finally presented their ideas to the class (Share). The teacher used varied learning media, such as videos and PowerPoint, and adapted materials from digital sources. The evaluation was conducted through formative assessments, including written and oral tests, assessing pronunciation, grammar, vocabulary, and fluency. The findings indicate that the TPS strategy effectively fosters student participation, builds confidence, and improves speaking skills in a structured and interactive learning environment. Therefore, TPS can be considered an appropriate and practical approach to support students' oral communication development in EFL contexts.

Keywords: *Think-Pair-Share strategy, Teaching speaking skills, cooperative learning*



PREFACE

I sincerely express my gratitude and praise to Allah SWT for His blessings, which have granted me guidance, health, and patience throughout the process of preparing my thesis, titled **"The Implementation of Think Pair Share Strategy to Teach Speaking Skills at Islamic Junior High School"**. This research is submitted to the English Education Department at UIN K.H. Abdurrahman Wahid as a requirement for the Thesis.

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CHAPTER I

INTRODUCTION

Chapter I discusses the research background, problem formulation, scope of the study, aim, and significances of this research. It provided an overview of the context and significance of the study, outlining the key questions that guide the research. Additionally, this chapter explained the expected contributions and advantages of the study.

1.1. Background of the Study

Speaking skills are not only important but also fundamental in many aspects of human life, as they enable individuals to convey ideas, thoughts, and emotions verbally in a way that others can understand. In social interactions, effective speaking skills strengthen relationships, facilitate cooperation, and prevent misunderstandings caused by poor communication. Furthermore, in an educational context, these skills are essential for delivering presentations, participating in discussions, and negotiating, all of which require clear, persuasive, and structured speech. Therefore, speaking skills are a cornerstone of language mastery that supports individual success in various situations and environments.

Furthermore, speaking is an activity where someone exchanges ideas. Richards (2008) states that speaking is part of human activity in communicating with other people. In speaking lessons, students can share information they have with other students, make suggestions, and make comments. Speaking also allows students to engage in critical and creative

thinking skills, as well as broaden their horizons through interaction with various views and perspectives. Through speaking activities, students can also learn to understand other people's feelings, strengthen social relationships, and build self-confidence in expressing opinions in various situations. Therefore, speaking is not only important in the academic aspect, but also in the personal and social development of students.

In delivering learning materials, a teacher needs to understand how students learn. Teachers must go beyond traditional teaching approaches to ensure their students perform well through effective and creative teaching methods. Teachers create educational and supportive interactions between students. One method that is often used is co-operative learning. Kagan (2009) explain that cooperative learning is effective in the learning process because it emphasized social basics, such as expressing gratitude and asking politely. It also develops skills necessary for academic performance, such as following direction, listening carefully, and completing task.

The purpose of cooperative learning method is to develop students' skills. The cooperative learning trains students to work together in groups and share tasks, so that students learn responsibility in completing their tasks. In addition, in the cooperative learning process, students must be able to present the results of their group discussions in front of the class and ask or give responses to other groups. Therefore, many teachers apply cooperative learning as a teaching method to train students' speaking skills in class.

A junior high school teacher who applied the cooperative learning

method to eighth grade students revealed that the use of this method is very suitable because students are more interested in learning in groups. According to Slavin (2012) there are various cooperative learning techniques or models often used by teachers in the classroom, such as Student Teams Achievement Divisions, Small Group Teaching, Teams Games Tournament (TGT), Jigsaw, Roundtable, and Think Pair Share.

According to Nisa & Mahsunah (2024), this technique involves three different steps: First, students think independently and develop their own ideas (Think). Second, students work in partners to discuss their ideas (Pair). Third, students in pairs share their ideas with a bigger group, for example the whole class (Share). Students feel happy when their ideas get a positive response from their classmates. However, the Think Pair and Share method also has several obstacles or shortcomings in its application.

There are several advantages to using the Think Pair Share method for both teachers and students. According to Syafii (2018), students can benefit from the Think-Pair-Share method in a number of ways, such as being more critical, active, and producing quality replies. The ability to collaborate in pairs to maximize learning is another advantage of the Think-Pair-Share method for speaking skills. On the other hand, instructors profit from the Think Pair Share technique since it gives them an efficient way to support students' speaking abilities during the teaching and learning process. The result is that students gain much from this approach, particularly in terms of speaking abilities and teachers' involvement in the teaching and learning

process.

Based on the initial observation, it was found that the English teacher in one of the Islamic junior high schools in Batang used the Think-Pair-Share strategy in the learning process. This method is used in the context of teaching speaking. For this reason, the researcher is interested in further exploring the implementation of the Think-Pair-Share strategy to teach speaking skills. The researcher tried to conduct a study with the title “Implementation of Think-Pair-Share Strategy to Teach Speaking Skills at Islamic Junior High School”.

1.2. Identification of the Problem

Based on initial observations at one of the Islamic junior high school in Batang, it was found that in learning English, especially speaking skills, many students still experience difficulties in expressing ideas orally, lack of confidence, and have not been able to compose well-structured sentences. Teachers should look for learning strategies that can increase students' activeness in learning, one of which is the Think-Pair-Share strategy which is part of cooperative learning. Although this strategy has been widely applied, there are not many studies that review in depth how the planning, implementation, and evaluation of speaking learning through the TPS strategy is carried out at the Islamic junior high school.

1.3. Limitation of the Problem

To avoid widening the discussion and to make the research more focused, this research is limited to the implementation of Think-Pair-Share strategy in learning speaking skills for class VIII students in one of the Islamic junior high school in Batang Regency. The focus of the research includes three aspects, namely the purpose of learning speaking using think pair share strategy, the implementation of think pair share strategy in teaching and learning activities, and the evaluation conducted by the teacher on students' speaking ability after the implementation of the strategy. The learning materials used were the use of verbal sentences and linking verbs in simple present tense, in accordance with the topic taught at the time of the research.

1.4. Formulation of the Problem

1. How is the purpose of teaching speaking skill through TPS strategy at eighth grade student of Islamic junior high school?
2. How is the implementation of teaching speaking skill through TPS strategy at eighth grade student of Islamic junior high school?
3. How is the evaluation of teaching speaking skills through TPS strategy at eighth grade student of Islamic junior high school?

1.5. Aim of the Study

1. To describe the purpose of teaching speaking skills through TPS strategy at eighth grade student of Islamic junior high school

2. To describe the implementation of teaching speaking skills through TPS strategy at eighth grade student of Islamic junior high school
3. To describe the evaluation of teaching speaking skills through TPS strategy at eighth grade student of Islamic junior high school

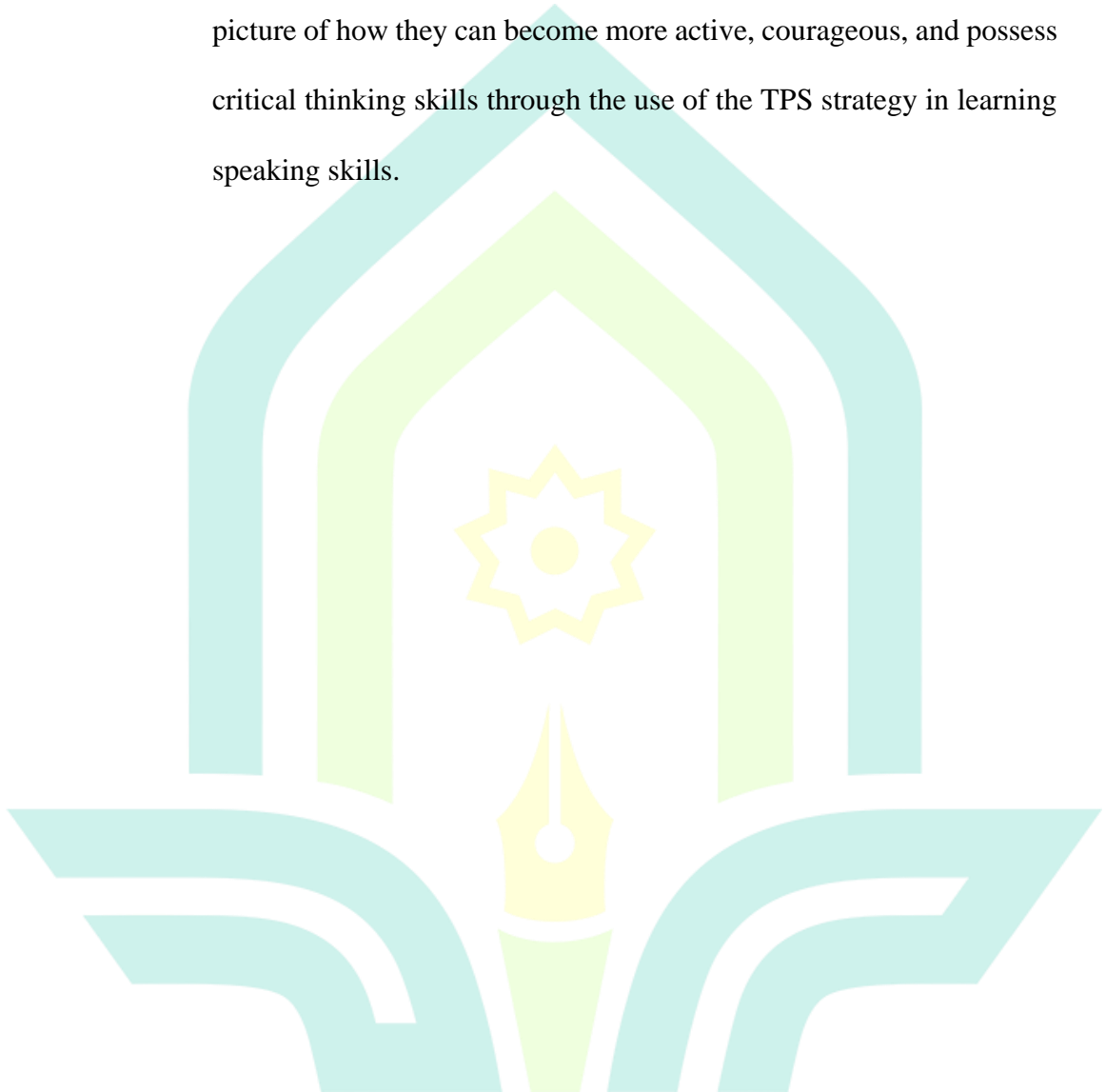
1.6. Operational Definition

1. **Speaking Skill:** Speaking skills are the skills to communicate effectively. Speaking is one of the four skills that students must master in learning English. With this skill, students can also convey their ideas. Kayi (2006) in Chaney Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in various contexts.
2. **Think, pair, and share:** Think-Pair-Share is a method that encourages students to engage with peers, process and evaluate information, build communication skills, sharpen their thinking, and contribute meaningfully to classroom discussion. This strategy promotes active participation in the teaching learning. Sharma & Priyamvada (2018)

1.7. Significances of the study

1. **Theoretical:** The results of this study are supported by Hughes's Theory (2016) about Teaching Speaking and contribute to the development of practical activities in English language teaching related to speaking.

2. **Practical:** for teachers, this research offers alternative strategies in English language teaching, particularly in developing speaking skills through the implementation of the Think-Pair-Share strategy. Meanwhile, for student, it is hope that this research can provide a clear picture of how they can become more active, courageous, and possess critical thinking skills through the use of the TPS strategy in learning speaking skills.



CHAPTER V

CONCLUSION

The final chapter contains a summary and recommendations from this study. It briefly describes the findings and main conclusions from the analysis that has been conducted. In addition, this chapter also provides several suggestions for further research and recommendations that can be used in practice based on the results of the study.

5.1. Summary

Based on the results of research on the application of the Think-Pair-Share strategy in teaching speaking skills in grade VIII at an Islamic junior high school in Batang Regency, it can be concluded that this strategy can help improve students' speaking skills. The learning objectives were set so that students could compose sentences in the simple present tense and express their ideas critically, actively, and confidently. Teachers develop learning objectives in teaching modules and implement them through interactive activities. This indicates that lesson planning using the TPS strategy aligns with students' needs in developing their speaking skills.

In its implementation, the TPS strategy is carried out through three main stages: Think, Pair, and Share. In the Think stage, students are asked to think of answers or construct sentences on their own. In the Pair stage, they discuss with their classmates to check and improve their answers. Finally, in the Share stage, the results of the discussion are presented orally in front of the

class. Teachers use various learning media such as videos, PowerPoint, and other digital teaching materials, and provide clear instructions at each stage. These three stages create a structured learning environment, encourage student activity, and enhance their confidence in speaking English.

In terms of assessment, the teacher uses formative assessment consisting of written tests and oral practice. In the written assessment, students are asked to compose verbal sentences and linking verbs according to the material that has been taught. Meanwhile, in the oral practice, students read and deliver sentences in front of the class with their partners. This assessment focuses on pronunciation, grammar, vocabulary, and fluency. In addition, teachers provide reflective questions at the end of the lesson to assess students' understanding of social functions, text structure, and linguistic elements. This comprehensive assessment helps students recognize their mistakes and continue to improve their speaking skills.

Overall, the implementation of the Think-Pair-Share strategy has proven to make students more confident in expressing their opinions and more engaged in group discussions. This strategy also helps students overcome their fear of speaking in public because they first discuss in small groups before presenting in front of the class. Teachers play a crucial role in guiding this process, whether in preparing materials appropriate to students' abilities, selecting engaging learning media, or providing constructive feedback. Therefore, the TPS strategy is highly relevant for use in English language

learning at the middle school level, particularly in developing students' speaking skills.

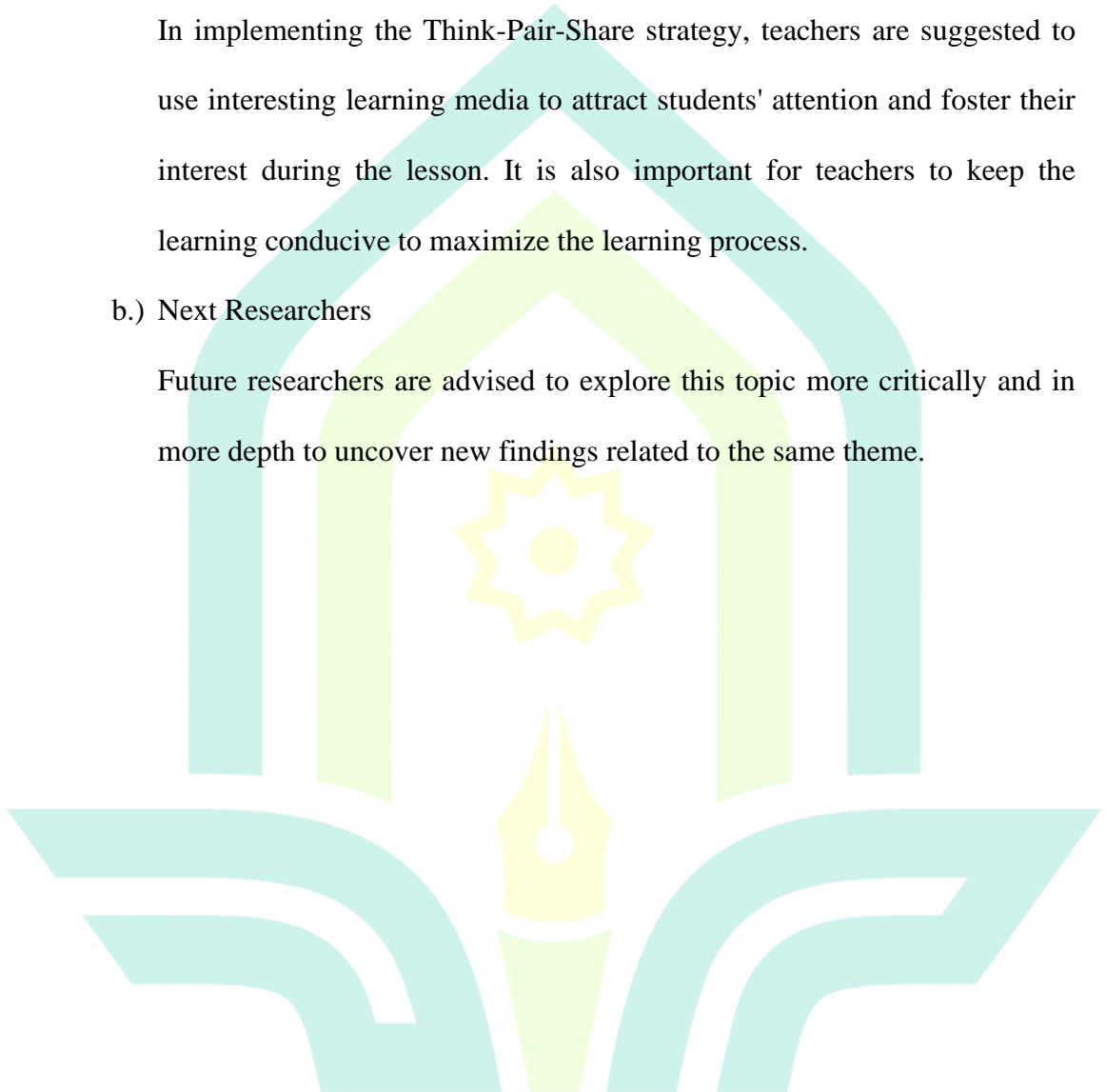
5.2. Suggestion

a.) The Teacher

In implementing the Think-Pair-Share strategy, teachers are suggested to use interesting learning media to attract students' attention and foster their interest during the lesson. It is also important for teachers to keep the learning conducive to maximize the learning process.

b.) Next Researchers

Future researchers are advised to explore this topic more critically and in more depth to uncover new findings related to the same theme.



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