

THESIS

**A STUDY OF THINK-PAIR-SHARE TECHNIQUE
TO IMPROVE SPEAKING SKILL
OF THE EIGHTH GRADE STUDENTS OF
SMPK SANTA FAMILIA KUPANG
IN THE SCHOOL YEAR OF 2017/2018**



**ALDI BRILLIANZHA
REG. NO. 121 14 062**

**ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATIONAL SCIENCES
FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
2018**

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**Presented in Partial Fulfillment of the Requirements
for Sarjana Pendidikan Degree in English Education**

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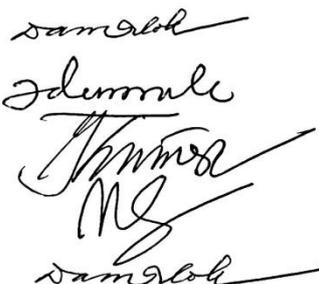
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This thesis has been examined by the board of thesis examiners and approved as an essential fulfillment of the requirements for obtaining Sarjana Pendidikan degree in English Education of Widya Mandira Catholic University

On: Wednesday, 25th April 2018

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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا
"Fa-inna ma'a l'usri yusraa"

[94:5] Karena sesungguhnya bersama kesulitan itu ada kemudahan,

[94:5] Surely with difficulty is ease.

إِنَّ مَعَ الْعُسْرِ يُسْرًا
"Inna ma'a l'usri yusraa"

[94:6] sesungguhnya bersama kesulitan itu ada kemudahan.

[94:6] With difficulty is surely ease.

فَإِذَا فَرَغْتَ فَانصَبْ
"Fa-idzaa faraghta fanshab"

[94:7] Maka apabila kamu telah selesai (dari sesuatu urusan), kerjakanlah dengan sungguh-sungguh (urusan) yang lain,

[94:7] So when you are free, nominate.

وَإِلَىٰ رَبِّكَ فَارْغَبْ
"Wa-ilaa rabbika farghab"

[94:8] dan hanya kepada Tuhanmulah hendaknya kamu berharap.

[94:8] And make your Lord your exclusive object.

(QS. Alam Nasyrāh 94:5-8)

DEDICATION

This thesis is especially dedicated to:

- God the great and almighty, ALLAH SWT, for blessing me.
- My beloved parents, Barry Fabriansyah and Fatimah Wati, SE, who always support and pray for me in the process of writing my thesis.
- My beloved brother, Briptu Alam Karunia, and my lovely sister, Nabila, who always encourage me to get a better life.

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At last, the writer does realize that although he made his best effort, this thesis is still far from perfection. Therefore, any constructive criticism and suggestions for the improvement of this thesis are highly appreciated. Then, this thesis will be able to give a contribution and be useful for all readers especially those who are interested in the similar study.

Kupang, 25th April 2018

Aldi Brillianzha

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ABSTRACT
**A STUDY OF THINK-PAIR-SHARE TECHNIQUE TO IMPROVE
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This research aims to improve students' speaking skill by using the technique of Think-Pair-Share (TPS) for the eighth grade students of SMPK Santa Familia Kupang in the school year of 2017/2018. Based on the objectives, the researcher provides three problem statements regarding this research. They are how the TPS technique is used to improve speaking skill, the advantages and disadvantages of the TPS technique during the research, and does the TPS technique improve students' speaking skill.

This research was categorized as classroom action research. Based on the schedule, the actions were implemented in two cycles. There was only one meeting in each cycle. This research involved 20 students of class VIII A of SMPK Santa Familia Kupang in the school year of 2017/2018. The English teachers acted as the observer and rater for the test conducted. The data of this study were gained by qualitative and quantitative data. The qualitative data were obtained by observing, interviewing both the students and English teachers. Meantime, the quantitative data were acquired through the result of pre-test, progress test, and post-test in each cycle. The procedure of the research are planning, implementing, observing and reflecting.

The results of this research showed that the use of Think-Pair-Share (TPS) technique was able to improve the speaking skill of the eighth grade students of SMPK Santa Familia Kupang in the school year of 2017/2018. Based on the qualitative data, applying the Think-Pair-Share technique gave the student more opportunities to speak up in English. The student did participate actively during the teaching and learning process. The activity such as classroom English, vocabulary pronunciation, giving feedback, and pronunciation drill were used to support this technique. It can be seen that the students were able to improve their capability in speaking English. These findings were also supported by the result of the students' scores in the test. The mean scores of pre-test in the first cycle were 55,175. In the second cycle, the mean scores were 74,625. In short, the students had made some improvements in some aspects of speaking skills like pronunciation, intonation, comprehension, grammar, vocabulary, gesture, and expression.

Keywords: *Think-Pair-Share, Speaking Skill, Classroom Action Research*