

THESIS
THE ROLE OF THE THINK-PAIR-SHARE STRATEGY TO IMPROVE
THE EIGHTH GRADE STUDENTS' SPEAKING SKILLS AT SMP
NEGERI 7 KUPANG



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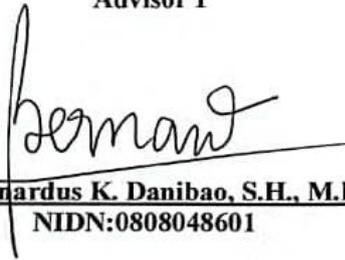
ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
2026

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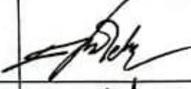
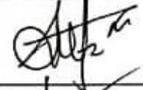
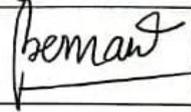


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Yohana Logha

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MOTTO

“Not by my strength, but by the Lord who makes things easier”

(Proverbs 16:3)

“Nulla Tenaci Invia Est Via”

DEDICATIONS

With a deep gratitude to Almighty God, this thesis is dedicated to:

1. Jesus Christ and the Blessed Mother Mary, for their guidance, protection, and everlasting love that have continuously strengthened me throughout every stage of life and during the completion of this thesis.
2. My parents, My Father Longginus Lenga and My Mother Lucia Nuli, have, with unconditional love, educated, nurtured, and raised me, and have supported my entire educational journey from elementary school to higher education. Your prayers, sacrifices, and sincerity have become the foundation of every step I have taken.
3. My biological parents, My Father Yoseph Mbawar and My Mother Maria Margareta Pano, who gave birth to and cared for me with great love. Although they did not have the opportunity to pursue higher education and despite the distance that separates us, their constant prayers and unwavering support have always accompanied and strengthened me.
4. My beloved brothers and sisters: Elvy Lenga, Tomy Lenga, Daniel Lenga, Marsel Deru, Elisabet Dhewe, Fransisika Mongkek, Avila Wona, Reginaldus Tandi, my younger sibling Yufenalis Ndala, and my nieces and nephews, for their love, support, and encouragement.
5. The lecturers of the English Education Study Program, for their knowledge, guidance, direction, and patience throughout my academic journey and during the completion of this thesis.

6. UPTD SMP Negeri 7 Kupang, for providing the opportunity, assistance, and cooperation that enabled this research to be conducted successfully.
7. My beloved Almamater, Widya Mandira Catholic University, is the place where I have gained knowledge, grown personally and academically, and shaped my identity.

ACKNOWLEDGEMENT

Praise and gratitude are offered to Almighty God for His grace and guidance, which have enabled the writer to complete this undergraduate thesis entitled “The Role of the Think-Pair-Share Strategy to Improve the Eighth Grade Students’ Speaking Skills at SMP Negeri 7 Kupang.” This thesis is submitted as one of the requirements for the Bachelor’s degree (S1) in the English Education Study Program, Faculty of Teacher Training and Education, Widya Mandira Catholic University of Kupang.

The writer fully realises that the completion of this thesis would not have been possible without the assistance, support, guidance, and prayers of many individuals and institutions. Therefore, the writer would like to express sincere gratitude to the following:

1. P. Dr. Stefanus Lio, SVD., M.A., the Rector of Widya Mandira Catholic University of Kupang, for providing the opportunity and facilities that supported the writer throughout her academic journey.
2. Dr. Madar Aleksius, M.Ed., the Dean of the Faculty of Teacher Training and Education, Widya Mandira Catholic University, for his academic support.
3. Dr. Elvis Albertus Bin Toni, S.Pd., M.A., the Head of the English Education Study Program, for his guidance, direction, and motivation during the writer’s study.
4. Dr. Bernardus K. Danibao, S.H., M.Ed., as the first supervisor, and Ms. Aplonia Ke Lomi, S.Pd., M.Pd., as the second supervisor, for their patience,

valuable guidance, constructive feedback, and continuous encouragement throughout the process of completing this thesis.

5. Dr. Priscilla M. Assis Hornay, M.A., M.Ed. and Dr. Elvis Albertus Bin Toni, S.Pd., M.A., as the first and second examiners, for their valuable suggestions and constructive criticism to improve the quality of this thesis.
6. All lecturers of the English Education Study Program, for the knowledge, experience, and inspiration they have shared during the writer's academic years.
7. UPTD SMP Negeri 7 Kupang, the principal, teachers, and especially the eighth-grade students who participated in this study and contributed to the successful completion of the research.
8. The writer's beloved parents, My Father Yoseph Mbawar, My Mother. Maria Margareta Pano, My Father Longginus Lenga, and My Mother Lucia Nuli, for their endless prayers, love, sacrifices, and unwavering support throughout the writer's educational journey.
9. The writer's beloved siblings: Elvy Lenga, Tomy Lenga, Daniel Lenga, Marsel Deru, Elisabet Dhewe, Fransiska Mongkek, Avila Wona, Reginaldus Tandi, the writer's younger sibling, Yufenalis Ndala, as well as the writer's nieces and nephews, for their moral support and encouragement.
10. The writer's closest friends, Filomena Tusala and Elda Taunaes, who have always been attentive listeners and sources of strength during the completion of this thesis, as well as Eugenius Efronius Minggu, for his consistent support, assistance, and presence throughout this process.

11. The writer's fellow fighters, Filomena Muer, Nhona Da Costa, Yelin Elu, Betty Pinto, Claudia Mala, Fany Supardji, Gomes Dos Santos, Rein Baru, Yongki Sugi Nawa, Juan Pea Say, Osvaldus Harjo, and Ariel Banunaek, for their companionship and support during the years of study.
12. All classmates of the 2022 cohort of the English Education Study Program (TINFINITE'22 UNWIRA) and all individuals whose names cannot be mentioned one by one, who have contributed directly or indirectly to the writer's academic journey.
13. Last but not least, I would like to quote a lyric from song by Snoop Dogg "I wanna thank me. I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting, I wanna thank me for always being a giver and tryna give more than I recieve, I wanna thank me for tryna do more right than wrong, I wanna thank me for just being me at all times".

The writer realises that this thesis is still far from perfect. Therefore, constructive criticism and suggestions are highly welcomed for future improvement. It is hoped that this thesis will be beneficial for readers and contribute to the development of knowledge, particularly in the field of English language education.

ABSTRACT

This research is entitled “The Role of the Think-Pair-Share Strategy to Improve the Eighth Grade Students’ Speaking Skills at SMP Negeri 7 Kupang.” The main objectives of this study are: (1) to analyse improvements in students’ speaking fluency, accuracy, and confidence through the use of the TPS strategy; (2) to identify how the Think-Pair-Share strategy enhances students’ speaking skills. This study employed a mixed-methods approach using an explanatory sequential design. The participants were eighth-grade students of SMP Negeri 7 Kupang in the 2025/2026 academic year. The instruments used in this research were speaking tests, classroom observation sheets, and semi-structured interview guidelines. Quantitative data were collected through pre- and post-test speaking assessments, while qualitative data were obtained through classroom observations and interviews. The results of this study show that the implementation of the Think-Pair-Share strategy was effective in improving students’ speaking skills. The average fluency score increased from 2.0 (50%) in the pre-test to 2.63 (65.83%) in the post-test, while the accuracy score improved from 2.1 (54.17%) to 2.56 (64.17%). In addition, students demonstrated increased confidence, feeling less anxious and more comfortable speaking in English. The qualitative findings further revealed that students were actively engaged during the Think, Pair, and Share stages, indicating a more interactive and supportive learning environment. Based on these findings, it can be concluded that the Think-Pair-Share strategy plays an important role in enhancing students’ speaking skills and promoting active participation in English language learning. Therefore, it is recommended that English teachers apply the TPS strategy to foster an interactive, collaborative, and confidence-building speaking classroom.

Keywords: Think-Pair-Share strategy, speaking skills, mixed-methods research, eighth-grade students, English language lea

TABLE OF CONTENTS

THESIS	i
APPROVAL SHEET	ii
EXAMINATION BOARD	iii
PERNYATAAN ORISINALITAS	iv
MOTTO	v
DEDICATIONS	vi
ACKNOWLEDGEMENT	viii
ABSTRACT	xi
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Research Questions of the Study	4
1.3 Objectives of the Study.....	4
1.4 Significance of the Study	4
CHAPTER II LITERATURE REVIEW	7
2.1 Theoretical Review Speaking Skills.....	7
2.2 Challenges in Teaching and Learning of Speaking.....	10
2.3 Think-Pair-Share Strategy.....	11
2.4 Strategies Used by Teachers in Teaching Speaking Using the Think-Pair-Share Strategy.....	13
2.5 Pedagogical Factors Influencing Teachers in Teaching Speaking Using the Think-Pair-Share Strategy.....	18
2.6 Previous Studies.....	22
2.7 Theoretical Framework.....	27
CHAPTER III RESEARCH METHODOLOGY	29
3.1 Research Design	29
3.2 Research Location and Participants	31
3.3. Data Collection Methods	31
3.4. Data Collection Procedures	32
3.5. Data Analysis Procedures	34
CHAPTER IV FINDINGS AND DISCUSSION	38
4.1 Research Findings.....	38
4.2 Discussions	57
CHAPTER V CONCLUSION AND SUGGESTIONS	61
5.1 Conclusion.....	61

5.2 Suggestions.....	62
REFERENCES.....	64
APPENDICES.....	67
APPENDIX A.....	67
APPENDIX B.....	68
APPENDIX C.....	69
APPENDIX D.....	10
LESSON PLAN DESCRIPTIVE TEXT TEACHING MODULE	71
TEACHING MATERIALS DESCRIPTIVE TEXT (DESCRIBING PEOPLE)	77
STUDENT WORKSHEET	81