

**THE USE OF THINK PAIR SHARE METHOD IN TEACHING SPEAKING  
AT SMK MA'ARIF NU 1 CILONGOK  
IN BANYUMAS REGENCY**



**AN UNDERGRADUATE THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto  
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.)**

**Degree**

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#### APPROVAL SHEET

This thesis, entitled  
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REGENCY.**

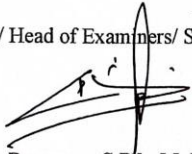
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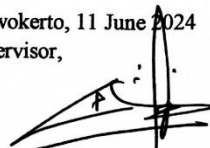
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## MOTTO

*“Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle”*

- *Christian D. Larson*

*“I don't order and receive a package of poison that includes the toxicity and negativity from you, thanks ”*

- *Hisan Ainun Nisa*



## **DEDICATIONS**

This thesis is dedicated to:

*My beloved parents Muhlison and Nangimah, who always give me support  
and pray the best for me*

*My beloved brother and sister: Zaky Royhan Dwi Andhika and Naomi Zea  
Hasyash*

*My beloved grandfather: Munarto, who always pray for me*

*Myself Linda Zakiyatul Fikriyah, who always strive to finish this thesis*



## PREFACE

First, the researcher would like to say all the gratitude and praises for Almighty God, Allah SWT, for all the blessings and graces that provide health and opportunities to the researcher that this thesis can be finished with the title “*The Use of Think Pair Share Method in Teaching Speaking at SMK Ma’arif NU 1 Cilongok in Banyumas Regency*”. This is prepared to obtain Undergraduate Degree (S.Pd) of English Education Study Program at State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto. Secondly, may peace and salutation always be given to our prophet Muhammad SAW, who has brought brightness to this world with syiar Islam.

The researcher realizes that without the guidance and motivation from many people, this thesis would never complete. Therefore, in this occasion researcher would to express the deepest thanks to:

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4. Prof. Dr. H. Subur, M.Ag., as a Vice Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
5. Dr. Maria Ulpah, M.Si., as the Head of Education Department in Faculty Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.
6. Abdal Chaqil Harimi, M.Pd.I., as the Secretary of Education Department in Faculty Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.

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12. For my Beringin family who always support and give suggestions to finish this research.
13. Everyone who has contributed, motivated, and helped the researcher to finish the study at State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.

Finally, this research is expected could give advantages to the readers. The researcher realized that this is far from being perfect. Therefore, openly accepts criticism and suggestions of this research for better result.

Purwokerto, 10 June 2024  
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**THE USE OF THINK PAIR SHARE METHOD IN TEACHING  
SPEAKING AT SMK MA'ARIF NU 1 CILONGOK IN BANYUMAS**

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**ABSTRACT**

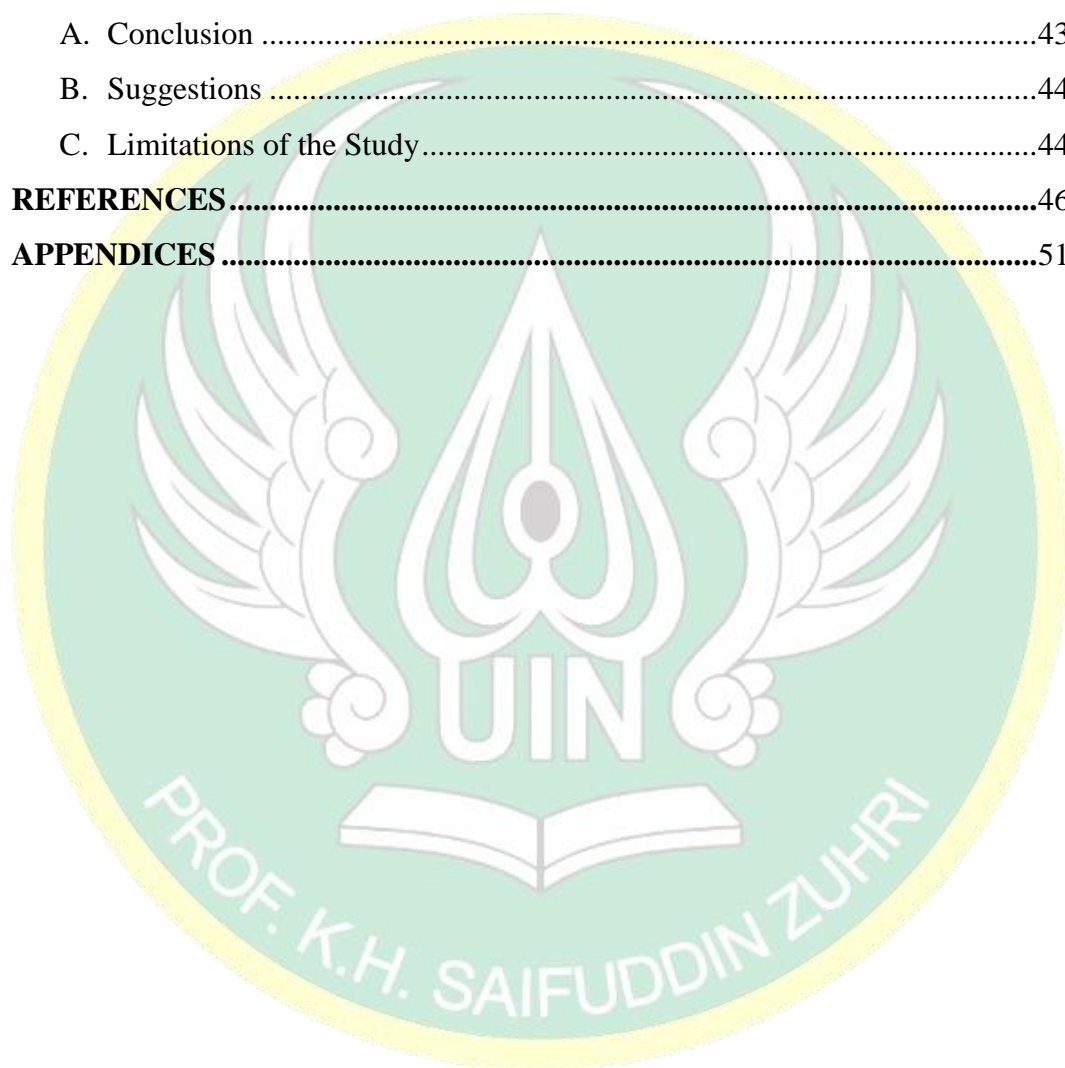
This study aims to analyze the implementation of Think Pair Share method used by the English teacher in teaching speaking at SMK Ma'arif NU 1 Cilongok. This was a qualitative research, using observation, interview, and documentation as the data collection technique. The observations were done four times, the first and second observations were carried out in 10<sup>th</sup> grade of accounting, where the English teacher applied the Think Pair Share method in the Procedure Text material. The third and fourth observations were carried out in 10<sup>th</sup> grade of business management, where the English teacher applied the Think Pair Share method in the Asking and Giving Opinion material. The interview was addressed to the English teacher, where this was a semi-structured interview by answering 8 questions. To support this research, the documentation was added. The documentation consists of lesson plan and several pictures from the observation activity. After the data was fully compiled, the researcher used data display and data reduction to sort the data before drawing the conclusion for this study. In this research it was found that the English teacher applied the think pair share method into three stages, 1) Think, students were asked to think first about the assignment that had been given by the teacher. 2) Pairs, the teacher asked students to complete the assignment in pairs to find the answer. 3) Share, presenting the results of their discussion in front of their classmates. This research also found the advantages of the Think Pair Share method that this method could help students who felt nervous when asked to speak to become more confident, the use of the Think Pair Share method was suitable to teach students' speaking skills, learning activities using this method became more effective and efficient, and student involvement in learning makes students active during learning activities.

***Keyword: Think Pair Share, Speaking, Teaching Speaking.***

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

These days, English has become the most widely used language in the world and is widely spoken.<sup>1</sup> English helps people from various countries to communicate because English is a language that is used globally. In Indonesia, many people have combined two languages such as Indonesian and English to communicate between two or more people. People throughout the world choose to study English as a second language because they believe it to be important. Children begin studying English at young ages, and it is included in the curriculum in many countries as a second language.<sup>2</sup> In education, English has a huge influence, a lot of learning material or information about education is widely spread through journals and articles in English. Students who study English have many opportunities to stay connected with world progress. Moreover, English plays an important role in education by facilitating contacts worldwide and opening doors to global knowledge. The importance of this in education can not be ignored as it creates a more informed and connected world while opening up opportunities.

In everyday life, speaking is one of the communication tools done every day. By speaking people can convey thoughts, ideas, and goals. Speaking can be done anytime and everywhere. In English education, four skills must be mastered: writing, reading, listening, and speaking. It is intended that students can use English properly and correctly. Speaking skills are also highly emphasized so that students master these abilities. According to Cameron in Ilham, speaking is the active use of language to

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<sup>1</sup> P. S Rao, "The Importance of Speaking Skills in English Classrooms," *Alford Council of International English & Literature Journal* 2, no. 2 (2019): 6–18, [www.acielj.com](http://www.acielj.com).

<sup>2</sup> Niyozova Aziza Ilyosovna, "Importance of the English Language in Today's World," *International Journal of English Learning & Teaching Skills* 6, no. 2 (2024): 22–24, <https://doi.org/10.15864/ijelts.6205>.

convey meaning so that other people can understand it. Speaking in this case is a cognitive ability that requires understanding vocabulary, grammatical subsystems, sounds, and structures. This implies that speaking is an effective way to use the language. Therefore, speaking is an activity that produces the language needed to communicate with other people in groups, and society, which functions as an expression of one's proficiency in that language.<sup>3</sup> The teacher expects the students to be able to speak English properly and correctly. It is expected that students can communicate orally with people confidently. Being able to speak, express or share ideas through language is known as speaking.<sup>4</sup> Speaking is the most difficult skill to evaluate reliably and objectively. It involves a variety of different factors that may not correlate at all or only slightly, and each may need to be evaluated independently to minimize or at least reduce the subjectivity of the assessment.<sup>5</sup> Therefore, students are required to learn to speak English intensively.

Many problems occur in schools regarding students' speaking skills, including lack of confidence, lack of vocabulary, lack of interest in student learning, etc. This is very unfortunate because a student can be judged as good at speaking English if the student can speak fluently. One of the problems that make students passive in speaking is the student hardly comprehends anything unless the speaker is discussing topics they are looking for or is speaking a language that is closely connected to one they already know.<sup>6</sup>

In teaching, a teacher must be able to overcome the problems that exist in the classroom. One of which is to build student learning motivation

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<sup>3</sup> Ilham Ilham, Muhammad Fauzi Bafadal, and Muslimin Muslimin, "An Analysis of Students' Speaking Ability on Specific Purpose of Learning," *Linguistics and ELT Journal* 7, no. 1 (2020): 23, <https://doi.org/10.31764/leltj.v7i1.1013>.

<sup>4</sup> Cagri Tugrul Mart, "Developing Speaking Skills through Reading," *International Journal of English Linguistics* 2, no. 6 (2012), <https://doi.org/10.5539/ijel.v2n6p91>.

<sup>5</sup> Ulker Venera, "The Design and Use of Speaking Assessment Rubrics," *Journal of Education and Practice* 8, no. 32 (2017): 135–41.

<sup>6</sup> Marriam Bashir; Muhammad Azeem; Ashiq Hussain Dogar, "Factor Effecting Students' English Speaking Skills," *British Journal of Arts and Social Sciences* 2, no. January 2011 (2016): 35–50.

so that students are active during learning. The selection of teaching methods also greatly affects the willingness of students to learn English. In the world of education there are various ways or methods that can be used by teachers to improve the quality of teaching so that students can understand the material presented by the teacher properly and easily understood. By using learning methods, teachers can solve problems in the classroom.

A research by Dian Aprianti and Mutiara Ayu from Universitas Teknokrat Indonesia entitled "*Think-Pair-Share: Engaging Students in Speaking Activities in Classroom*". The purpose of this study is to describe the implementation of the Think-Pair-Share strategy in teaching speaking skill for secondary students. The method of data analysis that was employed was described in detail. The findings showed that the Think-Pair-Share technique was applied during the learning process in following the steps described in the teacher's learning process plan. The students' appreciation for using the Think-Pair-Share approach is quite good. This study use qualitative and descriptive analisis as a research method which have the similarity with this research. In this study have similarities in collecting data, namely by conducting observations, interviews, and documentation. The difference between this research and the research that the author made is that the analytical data that the author made includes reduced data, displayed data and conclusions, whereas this research only presents interactive analysis which is presented in descriptive form.

In the preliminary observations that have been made by the researcher at the SMK Ma'arif NU 1 Cilongok, there are several problems regarding the process of learning English, one of which is in improving speaking skills. During an interview with the teacher, the English teacher said that the lack of vocabulary understood by the students was also one of the problems in speaking English. In addition, there are still many students who are still not confident in speaking English. Apart from that, students also feel anxious if asked to speak in front of classmates So that the learning

process seems passive, and not having a great result. This makes the English teacher think creatively to overcome problems that occur by using the Think Pair Share method to teach students' speaking skills.

To overcome students' problems in speaking English, the teacher use the Think Pair Share method. This method is commonly used by teachers as a method that is quite good in the learning process. Cooperative learning procedures about Think Pair Share are thinking, Pairing, and sharing. Students can learn to convey ideas by participating in a stage where they present their work and other students respond to the outcomes. By forming groups of two persons, this learning style focuses that students can build their ability for active participation.<sup>7</sup>

Based on the problems that have been explained, this study will take the title **The Use of Think Pair Share Method in Teaching Speaking at SMK Ma'arif NU 1 Cilongok in Banyumas Regency.**

## **B. Operational Definition**

### 1. Think Pair Share

Think pair share is a cooperative learning model that many teachers use it as a learning method. Students have certain opportunity to participate actively in the learning process using the think pair share method by thinking, pairing, and sharing with other students.<sup>8</sup> Usually, the Think Pair Share method is done with a chairmate then the teacher asks them to discuss something and then share the results of their discussion with classmates.

### 2. Speaking

Speaking is a way for people to connect and communicate with one another in order to accomplish a goal and to talk about or

<sup>7</sup> Sri Sumarni, "Think Pair Share Effect of Understanding the Concept and Achievement," *Proceeding The 2nd International Conference On Teacher Training and Education Sebelas Maret University* 2, no. 1 (2016): 783–87.

<sup>8</sup> Yemira Casafranca Loayza, "The Use of Think Pair Share Technique to Improve Students Speaking Performance" no. 3, February (2018): 1–26.

express opinions about the environment.<sup>9</sup> According to Brown in Aseptiana Speaking is a productive ability that may be observed directly and objectively, but these observations are invariably influenced by the test-listening taker's capacity, which inevitably undermines the validity and reliability of an oral production exam.<sup>10</sup>

### 3. Teaching Speaking

According to Nunan in Royani teaching speaking entails imparting to students the ability to generate English speech sounds and sound patterns, employ emphasis in words and sentences, intonation patterns, and second language rhythm.<sup>11</sup> Teaching speaking is a skill that must be possessed by a teacher because teachers must be able to invite, influence, and guide their students to be able to speak well so that they can express their thoughts, ideas, and opinions easily. According to Baniwoski, Think Pair Share method have several advantages such as, students become more confident when speaking,

### 4. The advantages of Think Pair Share metod

The Think-Pair-Share method has the advantage of increasing student participation. This sort of Think-Pair-Share gives students more opportunities to be acknowledged and demonstrate their participation to others than the traditional method, which only permits one student to advance and share the results for the entire class. According to Wijaya, Think Pair Share method have several advantages such as, students become more confident when speaking English, the Think Pair Share method can be applied in teachers to

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<sup>9</sup>Yemira Casafra Loazya, "The Use of Think Pair Share Technique to Improve Students Speaking Performance" no. 3, February (2018): 1–26.

<sup>10</sup> Aseptiana Parmawati, "Using Analytic Teams Technique to Improve Students' Speaking Skill," *Edulitics (Education, Literature, and Linguistics) Journal* 3, no. 2 (2018): 21–25.

<sup>11</sup> Esti Royani and Tukimun Tukimun, *Teaching Speaking Strategies*, 2023.



create a fun environment for both teaching and learning to encourage students to speak up.<sup>12</sup>

### C. Research Question

Based on the background that has been explained, the problem can be formulated as follows:

1. How does the teacher implement the Think Pair Share Method in teaching speaking at SMK Ma'arif NU 1 Cilongok?
2. What are the advantages of the Think Pair Share method in teaching speaking at SMK Ma'arif NU 1 Cilongok?

### D. Objectives and Significances of the Research

1. Objectives of the Research
  - a. To find out whether Think Pair Share method can be used to teaching speaking at SMK Ma'arif NU 1 Cilongok.
  - b. To find out the advantages of the Think Pair Share method in teaching speaking at SMK Ma'arif NU 1 Cilongok.

2. Significances of the Research

- a. Theoretical Significances

Theoretically, this research should be able to have components that can be used as guidelines in teaching English. This research is also expected to be an illustration for other researcher who will examine the same theme as the writer.

- b. Practical Significances

- 1) For the Teacher

- a) The teacher knows various method to teach English especially in teaching speaking.
- b) The teacher knows how to use the Think Pair Share method to teach English.

- 2) For the Student

- a) Students speaking skills have increased.

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<sup>12</sup> Hengki Wijaya, *Pembelajaran Think Pair Share Berbasis Pendidikan Karakter*, 2021, <https://doi.org/10.31219/osf.io/xn4dw>.

- b) Students can speak confidently.
- c) Students can be more active in learning activities.
- 3) For the School  
Schools can give teachers the freedom to provide various learning methods according to students abilities.
- 4) For the Researcher  
The researcher hopes that this research can be useful for other researchers and can use this research as a reference for further research.

#### **E. Structure of the Research**

The structure of the research is a guideline needed to classify each discussion in this research. There are five chapters in this structure of the research, as follows:

CHAPTER I Introduction. This chapter contains the Background of the Research, Operational Definition, Problem Statement, Objectives and Significances of the Research, Structure of the Research.

CHAPTER II Literature Review. This chapter discusses the Theoretical Framework, Review of Related Studies.

CHAPTER III Research Method. This chapter discusses the Research Design, Time and Place of the Research, Object and Subject of the Research, Technique of Collecting Data and Technique of Data Analysis.

CHAPTER IV Research Result. This chapter explains and answers the question from the research question.

CHAPTER V Conclusion and Suggestion. This chapter contains Conclusion, Limitation of the Study and Suggestions.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. Think Pair Share

###### a. Definition of Think Pair Share

The purpose of the teaching method in developing students is to accomplish learning objectives and provide a pleasurable environment for learning. Additionally, it can be used to evaluate the accuracy of learning outcomes by selecting the most effective learning strategy. Think-Pair-Share is a method that can be used to teach speaking. Cooperative learning includes it. The students are given the chance to answer the problem in pairs or small groups while using the Think Pair Share method. It will improve students' speaking abilities.<sup>13</sup>

Basically, Think Pair Share has been utilized frequently in the world of education. The Think Pair Share is used in a variety of subjects, including math, social science, and English instruction. According to Lyman in Yunita, initially suggested Think Pair Share as a cooperative learning method. It is actually a three-step process in which students are asked to think about a certain issue or subject and are then given a set amount of time to do so before organizing their ideas and coming up with solutions. Students then move on to the following phase, when they address their responses while working in pairs.<sup>14</sup> Other opinions were also confirmed by Bamiro who stated that, the Think Pair Share method consists of three primary parts: time to think, time to share with partners, and time to share among partners in a wider group. This Think Pair Share is seen

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<sup>13</sup> Novita Ika Prasetya, "Upgrading Students' Speaking Skill through Think -Pair-Share ( TPS )," *Journal of English Language and Literature* 1, no. 4 (2019): 20–28.

<sup>14</sup> Yunita Khusnul Aeni, "The Use of Think Pair Share Technique in Teaching Speaking," *PROJECT (Professional Journal of English Education)* 3, no. 5 (2020): 570, <https://doi.org/10.22460/project.v3i5.p570-576>.

to be a learning paradigm that can boost student participation in conversations, even for private individuals.<sup>15</sup>

Think Pair Share (TPS) cooperative learning method has the following principles: 1) goal-oriented, 2) activity, 3) Individuality, 4) integrity. Cooperative learning includes the Think Pair Share (TPS) learning methodology. One of the group learning models with rules is cooperative learning. The fundamental tenet of cooperative learning is to form small groups and educate one another on how to accomplish shared objectives. In cooperative learning, intelligent students can mentor less intelligent ones without feeling inferior. Less talented students can still study since they have lots of peers to support and encourage them. After implementing cooperative learning, students who were previously accustomed to being passive will be compelled to participate actively in order to be accepted by their group.<sup>16</sup>

b. The Purpose of Think Pair Share

In the use of media used by teachers for teaching and learning, it certainly has a useful purpose and can have a good influence on students. Likewise, the purpose of using the Think Pair Share method is to increase students' confidence in speaking English both inside and outside the classroom.

This Think Pair Share Method aims to educate students how to communicate their understanding and build arguments using the teacher's instructional materials. Discussions are valued because they can boost student participation in educational activities. We already know that a lack of student participation in class is the issue with this learning.<sup>17</sup>

<sup>15</sup> Wijaya, *Pembelajaran Think Pair Share Berbasis Pendidikan Karakter*.

<sup>16</sup> I Gusti Ayu Made Sukelasmini, "The Implementation of Think Pair Share (TPS) Type of Cooperative Learning Model To Improve Student's Motivation And Nutrition Science Learning Achievement," *Journal of Education Action Research* 3, no. 1 (2019): 9, <https://doi.org/10.23887/jear.v3i1.17081>.

<sup>17</sup> Wijaya, *Pembelajaran Think Pair Share Berbasis Pendidikan Karakter*.

c. Steps of Think Pair Share

There are three stages in the Think Pair Share method, such as:

1. Think – Individually

Each participant thinks about the task that has been given. The teacher will give time for students to write down their ideas or responses before discussing it with their partners. Then, the response should be submitted to the teacher before continuing to work with their partners in the next (Pair) stage.

2. Pair – With partner

Students need to form pairs. teachers need to give directions to students to share ideas with a partner. Each pair of students will discuss their ideas about the tasks that have been given before. After the discussion, each pair will conclude their ideas and produce a final answer. Then they have to move to the next (Share) stage.

3. Share – To the whole class/ collaborators

The teacher asks each pair of students to share their responses with the rest of the class. At this stage there will be a big discussion, where each pair of students will start a class discussion to find similarities or differences in the responses or opinions of each pair of students.<sup>18</sup>

According to Kagan in Tuanany, there are some steps of Think Pair Share method as follow:

1. Think

The students needs to think independently at this point. The students are asked a question by the teacher, and are then given a minute to think about their response and develop topic ideas. The benefit of this stage is that the teacher provides the students

<sup>18</sup> dkk Hengki Wijaya, *Pembelajaran Think Pair Share Berbasis Pendidikan Karakter*, 2021, <https://doi.org/10.31219/osf.io/xn4dw>.

some space or time to consider their own response before other students respond to inquiries.

## 2. Pair

At this point, the students are put into groups of two to talk about their thoughts or ideas. It enables them to express their thoughts and take into account those of others. The students talk about their ideas with their partners. Give the pairing step conversation more time, and remind them to share their thoughts verbally with their companion.

## 3. Share

At this level, the instructor may choose a few students at random to present their views in a loud, public speaking voice to the entire class. The students are required to present their projects to other groups.<sup>19</sup>

## 2. Speaking

### a. Definition of Speaking

Speaking is one of the skills in English. Speaking is the main key to communicating, namely by conveying sentence by sentence, ideas and thoughts that you want to convey to the other person. In English education, students are expected to master speaking skills, it is intended that students can speak English well and confidently. Speaking falls under the two key production skill categories of accuracy and fluency. Accuracy is achieved through engaging in certain activities that involve the use of vocabulary, grammar, and pronunciation, while fluency is defined as "the capacity to continue speaking spontaneously."<sup>20</sup>

<sup>19</sup> Nurlaila Tuanany, "The Advantages And Disadvantages Of Think-Pair Share And Jigsaw In Teaching Writing Skill Nurlaila Tuanany Institut Agama Kristen Negeri Ambon," *Tangkoleh Putai* 16, no. 1 (2019): 73–86.

<sup>20</sup> Ali Derakhshan, Atefeh Nadi Khalili, and Fatima Beheshti, "Developing EFL Learner's Speaking Ability, Accuracy and Fluency," *English Language and Literature Studies* 6, no. 2 (2016): 177, <https://doi.org/10.5539/ells.v6n2p177>.

According to Leong and Ahmadi in Prasetya, one of the most crucial abilities to cultivate and improve for effective communication is speaking.<sup>21</sup> Nunan in Phan Minh Huyen also said that, for any language learner, speaking refers to their capacity to carry on a conversation through which their communicative competence is assessed. In other words, a language learner's capacity to communicate effectively depends on their ability to maintain that communication.<sup>22</sup> Brown in Aseptiana, Defines speaking as an interactive process of creating meaning that uses speech as the primary instrument for production, reception, and processing.<sup>23</sup>

In conclusion, speaking is a communication activity carried out by humans to convey their opinions to the general public or privately. Speaking is also a crucial thing to do so that thoughts, ideas, and feelings can be stated.

#### b. Types of Speaking

According to Brown, he divided type of speaking into five, as follows:

- 1) Imitative. This is the ability to imitate a word, phrase, or sentence.
- 2) Intensive. This is the second type of speaking where someone is asked to produce short stretches of oral language.
- 3) Responsive. This type includes limited conversation such as small talk and simple greetings, simple requests, and comments.
- 4) Interactive. There are similarities between responsive and interactive types, it's just that interactive has complex

<sup>21</sup> Prasetya, "Upgrading Students' Speaking Skill through Think -Pair-Share ( TPS )."

<sup>22</sup> Phan Minh Huyen, Do Thi My Lan, and Corresponding Author, "Journal of English Language Teaching and Applied Linguistics Using Think-Pair-Share Strategy to Support Students in Speaking Lessons," no. c (2020): 1–8, <https://doi.org/10.32996/jeltal>.

<sup>23</sup> Parmawati, "Using Analytic Teams Technique to Improve Students' Speaking Skill." *Edulitics (Education, Literature, and Linguistics) Journal* 3, no. 2 (2018): 21–25.

interactions. The interactive type also has two forms, namely transactional language and interpersonal exchanges.

- 5) Extensive (monologue). This type includes speeches, oral presentations, and storytelling where the oral interaction is very limited.<sup>24</sup>

c. Component of Speaking

In the speaking aspect, there are several components that students must master. This aims to ensure that students can speak well so that when having a conversation with other people, the person they are talking to can understand what topic is being discussed. These components include:

1) Vocabulary

In conducting conversations in English, the most important thing is one's ability to master vocabulary. If the person has a large vocabulary, then they can carry out conversations or speak in English easily. Teaching vocabulary is important in the process of learning a language since it helps students become proficient in all language skills, including speaking, listening, reading, and writing. The more vocabulary a student has, the more proficient they are at practicing and expressing themselves. Students' vocabulary helps them communicate in everyday situations and reinforces the idea that they can convey a variety of ideas, thoughts, and feelings in English.<sup>25</sup> Having a sufficient vocabulary promotes intelligible communication since vocabulary is thought of as the core linking all language skills together.<sup>26</sup>

<sup>24</sup> H. Douglas Brown, "Language Testing Book: Principles and Classroom Practice," *Book*, 2004, 314.

<sup>25</sup> Tawali Tawali, "The Effect of Definitions Toward Students' Vocabulary," *Journal of Languages and Language Teaching* 6, no. 1 (2018): 34, <https://doi.org/10.33394/jollt.v6i1.811>.

<sup>26</sup> Yulian Purnama, "MACHINE TRANSLATION IN ENHANCING ENGLISH VOCABULARY MASTERY MACHINE TRANSLATION IN ENHANCING ENGLISH VOCABULARY," no. April (2023), <https://doi.org/10.17605/OSF.IO/3Z47T>.



According to Finocchiaro in Tawali, states that students' vocabulary can be divided into two types:

a. Active vocabulary

Active vocabulary relates to words that can still be understood by students and students can also pronounce these words correctly and use the vocabulary well in speaking or writing.

b. Passive vocabulary

Passive vocabulary is the set of words that students can identify and comprehend while reading aloud or listening to someone else speak. Still, they do not utilize in their writing or speech.<sup>27</sup>

2) Grammar

Using English to speak is not easy, people must master grammar so that the other person can understand the meaning that is being conveyed. Grammar itself is a structured language system. Grammar is a system of rules that apply and structure meaning in language which consists of two things such as morphology and syntax. Morphology is concerned with the shape or nature of words, while syntax is concerned with the arrangement or sequencing of words in sentences.<sup>28</sup>

3) Pronunciation

Pronunciation is the way of pronouncing words. The way of speaking a word, especially one that is recognized or generally understood, and a visual representation of a word's pronunciation using a phonetic symbol are all examples of pronunciation. According to Cook in Abbas described pronunciation as the act of making English sounds. Learning to

<sup>27</sup> Tawali Tawali, "The Effect of Definitions Toward Students' Vocabulary," *Journal of Languages and Language Teaching* 6, no. 1 (2018): 34, <https://doi.org/10.33394/jollt.v6i1.811>.

<sup>28</sup> Baden Eunson, "C21," no. May (2020).

pronounce sounds correctly requires repeating them and making necessary corrections when they are pronounced incorrectly. When students begin studying pronunciation, they form new routines and get past the challenges posed by their initial language.<sup>29</sup> According to Ikhsan in Uswatun and Husein, when people converse with one another, pronunciation is often the first thing they notice since it gives an excellent impression of the speaker's language proficiency.<sup>30</sup> Pronouncing words that are good and correct can make it easier for the audience to understand the meaning of what is being talked about.

### 3. Teaching Speaking

#### a. Definon of Teaching Speaking

Teaching is imparting knowledge and ensuring that students comprehend what they have been taught. In education, the teacher helps students learn new things. Many language programs are focusing more on teahing speaking as the demand for English fluency grows.<sup>31</sup> Teaching speaking can be interpreted as influencing other people how to use language to communicate. According to Arbabio in Fahmi Farizi and Sakhi Herwiana, describes teaching as the act of a teacher helping a student or group of students reach a higher level of understanding or ability.<sup>32</sup> Teaching speaking is a skill that a teacher must have. Teachers need to understand what speaking competence means and how the various components of speaking competence relate to each other to teach

<sup>29</sup> Abbas P. Gilakjani, "English Pronunciation Instruction: A Literature Review - International Journal of Research in English Education," *Ijree* 1, no. 1 (2016): 1–6, <https://ijreeonline.com/article-1-21-en.html>.

<sup>30</sup> Uswatun Khasanah and Agus Husein As Sabiq, "Dealing with Students Pronunciation: The 'Spelling Bee' Effect," *Jet Adi Buana* 5, no. 02 (2020): 121–120, <https://doi.org/10.36456/jet.v5.n02.2020.2521>.

<sup>31</sup> Nurul Amalia Setyaningsih and Irra Wahidiyati, "'Coming Here You Should Speak English': Performing Creativity on a YouTube Channel for Teaching Speaking," *Erudita: Journal of English Language Teaching* 2, no. 2 (2022): 148–58, <https://doi.org/10.28918/erudita.v2i2.6149>.

<sup>32</sup> Fahmi Farizi and Sakhi Herwiana, "A Study of Teaching Speaking Techniques Used at Peace English Course Pare, Kediri," *Pioneer: Journal of Language and Literature* 14, no. 1 (2022): 43, <https://doi.org/10.36841/pioneer.v14i1.1382>.

speaking holistically and comprehensively.<sup>33</sup> Because speaking is an important element in communication, the teacher has a very important role in teaching good speaking skills to their students.

#### b. Principles of Teaching Speaking

According to Nunan, there are some principles for teaching speaking, as follows:

- 1) Understand the difference between a second language and a foreign language.

A second language context is a context where the target language is the language that is always used in daily communication in society. Some second language learners, especially children who have recently moved to the country, tend to master the language and have exceptional speaking skills.

A foreign language is a language that is not used in its place of origin, such as learning English in Indonesia.

- 2) Train students both in fluency and accuracy in speaking.

Accuracy is how someone achieves accuracy in pronouncing a sentence as used in the target language. Fluency is a level where a person has reached the confidence to speak fluently even though there are still a few errors.

- 3) The teacher reduces talking and asks students to speak either in pairs or groups.

Pair learning activities can be used to give students lots of opportunities to speak the target language during the lesson. Another interesting thing is that when the teacher is not involved in the discussion, students can take this opportunity with various speaking roles which the teacher usually fills.

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<sup>33</sup> Anne Burns, "Concepts for Teaching Speaking in the English Language Classroom1," *LEARN Journal: Language Education and Acquisition Research Network* 12, no. 1 (2019): 1–11, <https://doi.org/10.61587/mmit.uz.vi.31>.

- 4) Make a plan to create some speaking assignments that involve students to get into negotiation in order to find the meaning.

This process is called negotiating meaning. This includes making sure you understand what is being said, asking questions to make sure you do, and getting confirmation that you are understood.

- 5) Create class activity plans to train students in speaking transactional and interactional.

Talking to someone in a social setting is known as interactional speech. It also includes the creation and preservation of social ties. When people communicate to complete a task, such as exchanging products or services, they are engaging in transactional communication.<sup>34</sup>

#### c. Strategy of Teaching Speaking

- 1) Show and Tell

This method, which is effective for all age groups and all but the most elementary levels, involves asking students to discuss and provide answers about an object or image that holds special meaning for them. It is possible to make Show and Tell a regular part of the curriculum, where students take turns and are aware of when their work is due.

- 2) Presentation

Presentation is one type of technique used in teaching speaking to help students practice speaking as a skill.

- 3) Drama

Drama is a technique used in teaching speaking. By using this technique, students can use imaginative language which is useful for improving language skills.

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<sup>34</sup> David Nunan, T. D. Terrell, and H. Douglas Brown, *When Ordering This Title*, Use ISBN 007-123462-4, *Language*, vol. 57, 2003.

#### 4) Question and Answer

Students typically find question and answer sessions to be far more engaging than drills or grammar exercises since they are much more connected to real world language use. It is recommended that the teacher facilitate spontaneous, reactive, and participatory questions and answer during the question and answer period.<sup>35</sup>

#### d. The Goals of Teaching Speaking

The goal of teaching speaking skills is to prevent and handle communication misunderstandings caused by grammatical, vocabulary, or pronunciation mistakes. There are social and cultural norms that govern every communication circumstance. According to Solihah in Fahmi Farizi, the aim of teaching speaking is effective communication. To maximize their present skill set, students must be able to communicate clearly and concisely. Pronunciation, grammar, and vocabulary mistakes should be avoided at all costs to prevent message confusion.<sup>36</sup> According to Cahyani, the main goal of teaching speaking is to prepare students to articulate meaning and thought, as well as to improve their communication skills in everyday situations.<sup>37</sup>

#### 4. The Advantages of the Think Pair Share Method

The Think-Pair-Share method has the advantage of increasing student participation. This sort of Think-Pair-Share gives students more opportunities to be acknowledged and demonstrate their participation to others than the traditional method, which only permits one student to advance and share the results for the entire class. One of the straight forward cooperative learning methods with clearly outlined steps makes use of the Think-Pair-Share method. According to numerous research in

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<sup>35</sup> Royani and Tukimun, *Teaching Speaking Strategies*.

<sup>36</sup> Farizi and Herwiana, "A Study of Teaching Speaking Techniques Used at Peace English Course Pare, Kediri."

<sup>37</sup> CASAFRANCA LOAYZA, "The Use of Think Pair Share Technique to Improve Students Speaking Performance."

Dian, using the Think-Pair-Share method can aid children in overcoming the challenges of storytelling. Individual student anxiety in storytelling is especially reduced by the use of paired storytelling approaches.<sup>38</sup> According to Banikowski and Mehring in Azlina, there are some advantages of Think Pair Share:

- 1) Think Pair Share can improve students' confidence. Before having to speak in front of the class or a bigger group, many students find that talking about their assignments with their partners first gives them more confidence. Talking with a partner helps students think more clearly.
- 2) When a timer is used to allow all students to voice their opinions. Students will learn what they already know and what they still need to learn throughout this stage of knowledge construction, which is highly beneficial for them. So that, students are actively thinking. Students will benefit from the chance to discuss and think critically about the subject. Students have the chance to discuss their ideas with at least one other student, which heightens their sense of engagement.
- 3) The students responses are of higher quality when using the Think Pair Share method. As they rarely have the opportunity to express their views with others, it improves the students oral communication abilities. Due to students' opportunities to dwell on their ideas, responses are frequently more intellectually concise. Boleng also added the advantages of the Think Pair Share Method including, it enables students to learn independently and cooperatively in pairs and groups and encourage student involvement to ensure active learning and also

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<sup>38</sup> Dian Apriyanti and Mutiara Ayu, "Think-Pair-Share: Engaging Students in Speaking Activities in Classroom," *Journal of English Language Teaching and Learning* 1, no. 1 (2020): 13–19, <https://doi.org/10.33365/jeltl.v1i1.246>.

give students more chances to engage in interpersonal interaction and show involvement.<sup>39</sup>

The aforementioned argument leads to the conclusion that Think Pair Share method offers several benefits. Students are linked together, their confidence is boosted, they are given chances to share their thoughts, their critical thinking is encouraged, and the caliber of their responses is improved.

The advantages of the Think Pair Share are not only for students but also for teacher, such as:

- 1) The Think Pair Share method can be applied by the English teacher to create a fun environment for both teaching and learning to encourage students to speak up.
- 2) The Teacher encourage their students to have the courage to speak up in class discussions and to respond to queries. As a result, the class is no longer silent since the students are participating.
- 3) The teacher is able to control the classroom. It is no longer teacher-centered. The teacher placed the students at the center of the instructional process.
- 4) The Teacher can use this method to not only monitor how other students interact with one another in pairs, but also to determine whether or not all students comprehend the material and whether any areas need further explanation.

## **B. Previous Study**

Based on several sources such as journals and previous research related to the topic of this research. The following are the results of a comparison of previous research studies.

First, research by Novita Ika Prasetya from Malang University entitled “*Upgrading Students ’ Speaking Skill through Think -Pair-Share*

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<sup>39</sup> Wijaya, *Pembelajaran Think Pair Share Berbasis Pendidikan Karakter*, 2021.

(TPS)”. The purpose of the research is to discuss theories and studies on the use of Think Pair Share in learning speaking skill. This study also explains how students have poor speaking skills such as lack of vocabulary, grammar and self-confidence when speaking in English. Some previous researchers have found that there are improvements in students’ scores in speaking performance after taught with TPS strategy. It can be stated that the TPS strategy is effective to be implemented. The similarity lies in the use of research methods, namely both use qualitative methods. The difference between this research is that it focuses on improving students’ speaking skills, while the research that the writer made focuses on how teachers use the think pair share method in teaching students' speaking skills.

Second, a research by Dian Aprianti and Mutiara Ayu from Universitas Teknokrat Indonesia entitled “*Think-Pair-Share: Engaging Students in Speaking Activities in Classroom*”. The purpose of this study is to describe the implementation of the Think-Pair-Share strategy in teaching speaking skill for secondary students. The method of data analysis that was employed was described in detail. The findings showed that the Think-Pair-Share technique was applied during the learning process in following the steps described in the teacher's learning process plan. The students' appreciation for using the Think-Pair-Share approach is quite good. This study use qualitative and descriptive analysis as a research method which have the similarity with this research. In this study have similarities in collecting data, namely by conducting observations, interviews, and documentation. The difference between this research and the research that the author made is that the analytical data that the author made includes reduced data, displayed data and conclusions, whereas this research only presents interactive analysis which is presented in descriptive form.

Third, research by Yunita Khusnul Aeni entitled “*The Use of Think Pair Share Technique in Teaching Speaking*”. The purpose of this research is to describe the use of the Think Pair Share technique in teaching speaking in the eighth grade of a Junior High School in Bandung. This research uses



qualitative methods and the data is collected through observation and questionnaire. In this study, the results of the data revealed that the experience of students following their instructions using the Think Pair Share method showed their enthusiasm for the proposed teaching method. After using the Think Pair Share strategy to study, speaking performance improved. In this case, the Think Pair Share method can be one of the alternative teaching methods used by English teachers to teach English, especially speaking. The similarity in this research is the use of the think pair share method which is used to teach students speaking skills. The writer did not use a questionnaire, this makes a difference between this research and the research that the author made.

Fourth, research by N. A. Nik Azlina from the Software Engineering Department, Malaysian Institute of Information Technology University Kuala Lumpur entitled “*CETLs: Supporting Collaborative Activities Among Students and Teachers Through the Use of Think – pair Share Techniques*”. The goal of this research is to identify a method that can improve the Think-Pair-Share method of collaborative learning. Additionally, this project seeks to provide a collaborative system that would use the Think-PairShare method to facilitate collaboration between teachers and students. The similarity lies in the use of research methods, namely both use qualitative methods. The difference between this research is that it focuses on collaborative learning, while the research that the writer made focuses on how teachers use the think pair share method in teaching students' speaking skills.

Fifth, research by Phan Minh Huyen, and Do Thi My Lan from University of Economics and Business Administration, Thai Nguyen, Vietnam, and Water Resources University, Ho Chi Minh, Vietnam entitled “*Using Think Pair Share Strategy to Support Students in Speaking Lessons*”. This research aims to evaluate the implementation of the Think-Pair-Share strategy in the classroom to foster students' speaking skills and involvement in speaking activities. The similarity lies in the use of research methods,

namely both use qualitative methods. The difference in this research lies in the data collection, where this research uses observation, focus groups and interviews. while the author uses observation, interviews and documentation.



## CHAPTER III METHODOLOGY

### A. Type of the Research

In this study, the researcher used qualitative methods presented in descriptive form. In research, various methods can be used to obtain data. Qualitative is usually in the form of descriptive text. The information is gathered in the form of words and sentences. The data usually contains subjective thoughts, emotions, or perceptions about something. Qualitative research tries to answer the questions of “how” and “why” program work and it typically use unstructured data collection method to provide it.<sup>40</sup>

According to Bogdan and Taylor in DR. Eko Murdiyanto, it was stated that qualitative research is a research procedure that can produce descriptive data in the form of written and spoken words from the behavior of the people being observed.<sup>41</sup> According to Zohrabi in Mohajan, qualitative research is a type of social activity that focuses on how people understand and make sense of their experiences in order to comprehend each person’s social reality. To gather, examine and evaluate data for content analysis of textual and visual sources as well as oral history, it uses open-ended questionnaires, journals, diaries, classroom observations, immersions, and interviews.<sup>42</sup>

### B. Time and Place of the Research

This research was carried out at SMK Ma'arif NU 1 Cilongok which is on Jalan Kauman, Cilongok, Banyumas. This research was precisely carried out in 10<sup>th</sup> grade of Accounting and 10<sup>th</sup> grade of Business Management. SMK Ma'arif NU 1 Cilongok is a vocational school where

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<sup>40</sup> Sajjad Kabir (2016). Basic Guidelines for Research: An Introductory Approach for All Disciplines. P. 201

<sup>41</sup> Eko Murdiyanto, *Metode Penelitian Kualitatif (Sistematika Penelitian Kualitatif)*, Yogyakarta Press, 2020, [http://www.academia.edu/download/35360663/METODE\\_PENELITIAN\\_KUALITAIF.docx](http://www.academia.edu/download/35360663/METODE_PENELITIAN_KUALITAIF.docx).

<sup>42</sup> Haradhan Kumar MOHAJAN, “Qualitative Research Methodology in Social Sciences and Related Subjects,” *Journal of Economic Development, Environment and People* 7, no. 1 (2018): 23, <https://doi.org/10.26458/jedep.v7i1.571>.

each student will be taught skills according to the major they choose. Apart from that, SMK Ma'arif NU 1 Cilongok also prioritizes religion-based education. The reason why the researcher choose this school was because the researcher had made preliminary observations and conducted an interview with one of the English teachers at the school. The interview results said that the teacher used the Think Pair Share method to improve students' speaking abilities. This is due to the lack of vocabulary mastered by students, besides that students also lack confidence in speaking in front of classmates. So the teacher tries to solve these problems by teaching speaking used the Think Pair Share method.

### **C. Object and Subject of the Research**

#### **1. Object of the Research**

The research to be conducted at SMK Ma'arif Nu 1 Cilongok by observing how teacher teach English using the Think Pair Share method in students' speaking skill. In addition, students will also be interviewed to find out how students think about the use of the Think Pair Share method in students' speaking skills. Interviews were conducted to obtain more valid data.

#### **2. Subject of the Research**

The subject in this study is the teacher. Where there are three teachers at SMK Ma'arif NU 1 Cilongok, but researchers will only conduct research with one of the teachers. Apart from teacher, the subjects in this study involved high school students where the researcher would conduct observations were carried out in 10<sup>th</sup> grade Accounting and 10<sup>th</sup> grade Business Management. However, to obtain more accurate data, researchers will also involve several students to conduct interviews.

### **D. Data Collection Technique**

In this study, researcher collected data in various ways including:

#### **1) Interview**

According to Sajjad, a face to face interaction with the responder is referred to as an interview. The interviewer can not only record the respondent's responses but also observe their body language, expressions and other responses to the questions. This makes it easy for the interviewer to draw conclusion.<sup>43</sup>

In carrying out the interviews, researcher will interviewed the English teacher where this interview was a semi-structured interview. According to Ruslin, since the primary subjects to be discussed have been predetermined, a semi-structured interview may allow researchers to modify it to fit their study objectives if necessary while still maintaining its directional meaning.<sup>44</sup> The researcher will ask questions related to the use of the Think Pair Share method in teaching speaking. It aims to find out whether the use of the method is effective or not to train students' speaking skills. This interview is also conducted to find out whether students can fast develop English speaking abilities utilizing the Think Pair Share method. To help researcher obtain more accurate data, researcher also asked several students from 10<sup>th</sup> grade of Accounting and 10<sup>th</sup> grade of Business Management, to conduct interviews regarding learning using the Think Pair Share method.

**Table 1.1 Interview activity**

No	Date	Activity
1	10 November 2023	Interview with students
2	24 November 2023	Interview with the English teacher

<sup>43</sup> Mary Erickson Megel and Judith A. Heerman, "Methods of Data Collection," *Plastic Surgical Nursing* 14 no. 2 (1994) page. 204

<sup>44</sup> Ruslin et al., "Semi-Structured Interview: A Methodological Reflection on the Development of a Qualitative Research Instrument in Educational Studies Ruslin," *Journal of Research & Method in Education* 12, no. 1 (2022): 22–29, <https://doi.org/10.9790/7388-1201052229>.

## 2) Observation

Observation is one of the way to collecting data. In qualitative research, observation is primarily used to collect data. It involves observing events, behavior, or physical qualities as they occur in the wild. There are two types of observations: overt, where the subject is aware that they are being watched, and covert, where the subject is hidden and no one is aware that they are being watched. People are more likely to act spontaneously when they are unaware that they are being watched, which is a benefit of covert observation. However, due to possible ethical concerns with disclosing his or her discovery, the researcher frequently needs to make an overt observation.<sup>45</sup>

In this study, the researcher will come to school to conduct observations, where this activity is carried out at SMK Ma'arif NU 1 Cilogok in 10<sup>th</sup> grade Accounting and 10<sup>th</sup> grade Business Management. Researcher will observe how the teacher apply the Think Pair Share method to improve students' speaking skills, as well as observe how students learn. During observation, there are several steps that the teacher and students take when starting learning, such as brainstorming, the teacher explains the material, exercises and when the class ends the teacher will review the material that the students have studied.

**Table 1.2 Observation activity**

No	Date	Activity
1	03 November 2023	Observation 1 in 10 <sup>th</sup> Accounting class
2	03 November 2023	Observation 2 in 10 <sup>th</sup> Business Management class
3	10 November 2023	Observation 3 in 10 <sup>th</sup> Accounting class
4	10 November 2023	Observation 4 in 10 <sup>th</sup> Business Management class

<sup>45</sup> Punit Moris Ekka, "A Review of Observation Method in Data Collection Process," *IJRTI International Journal for Research Trends and Innovation* 6, no. 12 (2021): 17–19.

### 3) Documentation

Documentation also be one of the ways to collect data. Sugiyono in Natalina, defines documentation as written records of events that have occurred, images, or monumental human works.<sup>46</sup> Documentation is done during observation by perpetuating every learning activity. The researcher will capture several moments during the observation as documentation. Apart from that, the researcher will also ask for a lesson plan.

### E. Data analysis

Based on qualitative data analysis by Miles and Huberman, the data that was obtained during the research was analyzed using:

#### 1. Data Reduction

In the data reduction stage, all the data obtained from interviews with English teacher and students, and also observations were collected. In this process, the researcher carried out selecting, focusing, and summarizing the data.

#### 2. Data Display

In this stage, the result of the study were presented, it is include the result of observation and interviews with english teacher and students. The results of the research were written simply, so that could be easily understood. In this research, the data were presented in the form of descriptive text.

#### 3. Drawing Conclusion

At this stage, the data is re-examined, reduced and analyzed. This stage was carried out because this research method was qualitative. This activity is carried out to conclude and answer the reseach problem.

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<sup>46</sup> Natalina Nilamsari, "Memahami Studi Dokumen Dalam Penelitian Kualitatif," *Jurnal Wacana* 13, no. 2 (2014): 177–81.

#### 4. Triangulation

The researcher used a triangulation approach to check data validation in this study. Data triangulation enables an overall analysis of the findings from interviews, observations, and documents, data were gathered from multiple sources.<sup>47</sup> According to Noble and Haele in Anita, triangulation research is a technique used to enhance the validity and credibility of studies. To put in another way, the main goal of research triangulation is to validate the results of the research.<sup>48</sup> After carrying out several things such as observation, interviews, and documentation, the researcher will combine all the data that has been obtained and will conclude how the use of the Think Pair Share method can improve students' speaking skills.



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<sup>47</sup> John W. Creswell, "Research Design: Pendekatan Kuantitatif, Kualitatif, Dan Mixed (Edisi Ketiga)," *Pustaka Pelajar*, 2012, 311.

<sup>48</sup> Anita Bans-Akutey and Benjamin Makimilua Tiimub, "Triangulation in Research," *Academia Letters*, no. October (2021), <https://doi.org/10.20935/al3392>.



## CHAPTER IV

### FINDING AND DISCUSSION

This chapter presents the research findings and discussion. This data was collected through observation, conducted interviews with the English teacher and then collecting some documentation to complete the data. The results of this research were obtained by the researcher observed by coming to the class directly to see how the teacher used the Think Pair Share method in teaching students' speaking skills at SMK Ma'arif NU 1 Cilongok.

#### **A. The implementation of the Think Pair Share Method in teaching speaking at SMK Ma'arif NU 1 Cilongok**

In this session, the researcher would like to explain about the use of the Think Pair Share method on students' speaking skills which was applied by Mrs. Gyan, an English teacher at SMK Ma'arif NU 1 Cilongok. A method was the approach taken to achieve predetermined goals. The teacher needs to utilize various methods in their learning activities to achieve goals.<sup>49</sup>

To find out how the English teacher use the Think Pair Share method to teach students' speaking skills, the researcher conducted observations that were carried out in two meetings. However, in this research, the English teacher applied this method to the Procedure Text material taught in 10<sup>th</sup>-grade accounting, and then the Asking and Giving Opinion material taught in 10<sup>th</sup>-grade Business Management. The Think Pair Share method is divided into three steps, as follows:

##### **1. Think**

The first step in learning using the Think Pair Share method is thinking. Thinking means reasoning, considering, rationalizing, calculating, solving the problem at hand, and doing something so that it can be resolved.<sup>50</sup> During learning, the teacher provides discussion

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<sup>49</sup> M. Sobry Sutikno, "Metode & Model-Model Pembelajaran," *Holistica Lombok*, 2019, 1–194.

<sup>50</sup> Jorie Graham, "What Is Called Thinking: After Trakl," *The Antioch Review* 74–75, no. 4–1 (2017): 874, <https://doi.org/10.7723/antiochreview.74-75.4-1.0874>.

material. At this stage, students are asked to think about the material. The teacher gives students a few minutes to think first so that students can find the answer before going to the next stage.

## 2. Pair

At this stage, the teacher asks students to complete the assignment in pairs with their seatmates. This is done in order for them to share their respective opinion or thoughts. Combining two or more students to become discussion partners is the second step of the Think Pair Share method. According to Pressley in Yunita, this stage gave students an opportunity to understand what they already knew and what they needed to know, and giving them a fair chance to find out.<sup>51</sup> This step aims to enable students to share their ideas with their friends and practice their speaking skills before making a presentation in front of their classmates. This goal has the benefit of making students not too afraid to start speaking English in front of their classmates or in front of many people.

## 3. Share

In the final stage, the teacher asks students to present the results of their discussion in front of their classmates this is where the big conversation will take place. Each pair will lead a discussion in the classroom to uncover similarities and differences between the answers or viewpoints of different pairs.<sup>52</sup> At this stage, students are asked to be confident and at the same time practice to improve their speaking skills. This presentation is carried out randomly. The teacher uses spin to determine which pair will come forward to present the results of their discussion. All pairs have the opportunity to move forward, only the appointment system is done randomly.

The use of the think pair share method was also considered quite effective for teaching students' speaking skills because time management is

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<sup>51</sup> Aeni, "The Use of Think Pair Share Technique in Teaching Speaking."

<sup>52</sup> Azlina, "CETLs : Supporting Collaborative Activities Among Students and Teachers Through the Use of Think-Pair-Share Techniques."

structured, activities are directed and with this method learning activities become fun. Moreover, students also felt that by learning using the Think Pair Share method they could understand the material easily.

To answer the problem statements, the researcher interviewed an English teacher who has taught for approximately 2 years at SMK Ma'arif NU 1 Cilongok which was held on Friday 24 November 2023. When conducted the interview, researcher asked several questions to the English teacher, such as:

**1. The reason why the English teacher choose the Think Pair Share method to teaching speaking**

In teaching English speaking, the English teacher must had a teaching method so that learning objectives could be achieved to students. According to Hasanova, a method is a structured, orderly, methodical, and planned procedure designed to support and increase students learning. Methods are employed to attain certain teaching objectives. To be effective, it must be presented in an efficient and straightforward to use way. Furthermore, teaching method attempt to improve teaching and learning results while saving time.<sup>53</sup> As stated by the English teacher regarding the reasons for using the think pair share method:

“I chosed this method because students often experience anxiety when asked to present in front of their classmates using English. This is due to the students' lack of vocabulary and they are not used to trying to practice speaking in front of many people. By using the Think Pair Share method, students can discuss and practice speaking first with their classmates so they are not too anxious when presenting in front.”

According to the English teacher, used the Think Pair Share method can help students not be too afraid of speaking English in front of many people. This is supported by Minh Huyen’s statement which said, when seated in groups, students can overcome hesitation and gain confidence

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<sup>53</sup> Nasiba Hasanova, Bunyod Abduazizov, and Ravshan Khujakulov, “The Main Differences Between Teaching Approaches, Methods, Procedures, Techniques, Styles and Strategies,” *Multidisciplinary Peer Reviewed Journal* 7, no. 2 (2021): 371–75.

to talk comfortably with the assistance of their partners.<sup>54</sup> Students can work together to complete assignments by forming groups with their seatmates. Using this method can at least help students' concerns about trying to speak English.

## 2. Teacher preparation

Before starting teaching, the teacher has prepared the material well. Preparing materials was very important, so the English teacher prepared teaching materials in detail so that all materials could be taught to students well. The use of the Think Pair Share method aims to ensure that learning activities can be carried out according to the material that has been prepared, apart from that, the use of this method also aims to make learning activities more enjoyable, as Kagan in Revira stated that the Think Pair Share method was well suited for learning since it provided students with a pleasant learning experience while also motivating them to continue studying.<sup>55</sup> Almost all materials could use the Think Pair Share method.

Preparing learning materials was a very important thing that the English teacher must do before starting learning. Apart from preparing material, the English teacher also prepared various things related to the material that would be taught to the students. This preparation aims to ensure that learning activities could be carried out by the lesson plan.

“I prepared materials for discussion and a way to choose students to present the results of the discussion. Usually, I prepared a spin or ball, and sometimes used songs.”

Based on the statement above, the English teacher prepared discussion materials before started learning. Material preparation activities were usually carried out several days before the English

<sup>54</sup> Minh Huyen, Thi My Lan, and Author, “Journal of English Language Teaching and Applied Linguistics Using Think-Pair-Share Strategy to Support Students in Speaking Lessons.”

<sup>55</sup> Revira Widya Putri and Dangin, " The Implementation Of Think-Pair-Share Technique To Improve Students' Speaking Ability," 1 Nomor 1 *Jurnal Ekonomi Ilmu Manajemen* 4, no. (2017): 195-202, <https://jurnal.unigal.ac.id/index.php/ekonologi/article/view/1150>.

teacher enters the class. Apart from that, the English teacher also prepared a way to randomly determine which student would present the results of their discussion by using the spin application or sometimes using a song to indicate it. According to Darmadi in Syabrus, teachers must be able to effectively prepared or planed for learning when carried out the teaching and learning process. The ability to prepare for teaching was the first step that teachers must taken, and it provides all theoretical knowledge, basic abilities, and a thorough comprehension of learning objects and learning situation.<sup>56</sup> With the material preparation that has been made, it is hoped that teaching and learning activities will be carried out well.

#### **B. The Advantages of the Think Pair Share method in Teaching Speaking Skill.**

After conducting a research observation, it has been found that the Think Pair Share method has several advantages, such as:

##### **1. The Think Pair Share method can help the English teacher resolve difficulties when teaching speaking.**

In teaching speaking skills, the English teacher certainly encounters several difficulties. According to Puteri and Dalimunte, teaching speaking, in general, was quite difficult for the English teacher since the English student must thoroughly train students to talk fluently while emphasizing accuracy, pronunciation, and so on. Because English was infrequently used in regular conversation in Indonesia, the English teacher face significant difficulties in teaching speaking. Although the English teacher may be fluent in English, and students may be studied it in school, English remains a foreign language for Indonesians and not a

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<sup>56</sup> Hardisem Syabrus, "Kesiapan Dalam Pelaksanaan Proses Belajar Mengajar Sekolah Menengah Kejuruan Kota Pekanbaru.," *Jurnal Pendidikan Ekonomi Dan Bisnis* 7, no. 1 (2015): 24–30, <https://www.neliti.com/publications/8919/kesiapan-dalam-pelaksanaan-proses-belajar-mengajar-sekolah-menengah-kejuruan-kot>.

frequently spoken mother tongue.<sup>57</sup> From these various problems, the English teacher uses the Think Pair Share method to overcome the difficulties experienced in teaching students' speaking skills, as stated by the English teacher in interviewed with researcher.

“In learning using the Think Pair Share method, of course, I faced several difficulties because this method requires students to be active in learning and I pay attention to how students discuss with their classmates. The difficulty that I often face is making students confident to present the results of their discussions in front of their classmates. Moreover, in using this method I prioritize using English, so I ask students to present the results of their discussions using English. This made some students anxious and afraid, but this problem was resolved by holding discussions and practicing before giving a presentation. However, some are not focused and busy with their business so I have to reprimand them so they can focus on studying again.”<sup>58</sup>

According to the English teacher, by using the Think Pair Share method, students no longer need to be afraid of speaking English when presenting the results of their discussions in front of their classmates, because before making a presentation students have discussed and practiced first. This is as said by Azlina, before students make a presentation, students will face 3 steps, namely think, pair, and the last one is share.<sup>59</sup> These three steps can help students to present the results of their discussions well and students become less anxious.

## **2. Using the Think Pair Share method could make students active in class.**

In learning activities, not only the English teacher carried out the learning sequences, but students are also asked to participate fairly in learning activities. by using the think pair share method, the English

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<sup>57</sup> Putri Rezeki and Muhammad Dalimunte, “Exploring English Teachers’ Difficulties in Teaching Speaking,” *Inspiring: English Education Journal* 7, no. 1 (2024): 34–48, <https://doi.org/10.35905/inspiring.v7i1.8793>.

<sup>58</sup> English teacher of SMK Ma’arif NU 1 Cilogok (November, 24<sup>th</sup> 2023) at 10.20 a.m.

<sup>59</sup> N A Nik Azlina, “CETLS : Supporting Collaborative Activities Among Students and Teachers Through the Use of Think-Pair-Share Techniques,” *IJCSI International Journal of Computer Science Issues* 7, no. 5 (2010): 18, [www.IJCSI.org](http://www.IJCSI.org).

teacher felt that students became more active during learning activities. this is what the English teacher stated in the interview:

“When using the Think Pair Share method, I felt students are become more active. Because students are involved in the learning process. Students are asked to think, then discuss with their seatmates, and the last, students are asked to present the results of their discussion. These three steps make students active during the learning process.”<sup>60</sup>

The English teacher's statement was also supported by the statements of several students when asked about students' activeness during learning activities using the Think Pair Sharee method:

**Student 1:** “Yes, I have become more active and learning activities have become more enjoyable”

**Student 2 :** “I felt active because all students were involved in the learning activities”

Based on the interview above, the English teacher could see that students were active during the learning process, where they had involvement during the learning process, this could be seen from their activity when following the steps in the Think Pair Share method. According to Kusrini in Cahyani, the Think Pair Share method allows students to be active in the learning process by thinking, pairing, and sharing with other students.<sup>61</sup>

Apart from that, researcher also conducted observations in two classes namely 10th-grade Accounting and 10th-grade Business Management, and also conducted interviews with several students. Researchers observed how teacher used the Think Pair Share method to improve students' speaking skills. The implementation of the Think Pair Share method can be done in various materials, but in this research, the teacher applied the Think Pair Share method in the Procedure Text and Asking and Giving Opinion materials. In this learning activity, there are several steps, such as:

<sup>60</sup> English teacher of SMK Ma'arif NU 1 Cilongok (November, 24<sup>th</sup> 2023) at 10.20 a.m.

<sup>61</sup> CASAFRANCA LOAYZA, “The Use of Think Pair Share Technique to Improve Students Speaking Performance.”

a) Pre-teaching

At this stage, the English teacher makes preparations before teaching. The English teacher prepares the material to be taught to students. In this meeting, the English teacher would teach Procedure Text and Asking and Giving Opinion material, where in this material there were various important things that the English teacher must explain to students, including definitions, structure, and objectives. Apart from preparing material, the English teacher also prepares tasks to train students in speaking skills. The tasks ask students to discuss in pairs. Moreover, the English teacher also uses technology, namely the spin application, to later appoint students to present the results of their discussion randomly.

b) Whilst-teaching

Before starting the lesson, the English teacher and students pray together. After that, the English teacher greeted and checked class attendance. The English teacher also asked students to stay focused during learning with the aim that students can understand the material that would be presented by the teacher. Before started to explain the material, the English teacher brainstormed by asked students several questions related to the material. The English teacher also directs students to read the handbook before the teacher starts to explain in more detail regarding the material. In learning used the Think Pair Share method, the teacher used an LCD Projector as a learning medium. The first study was conducted in 10<sup>th</sup> grade Accounting which was held on November 3, 2023 with Procedure Text material. After introducing the material to be studied, the teacher begins to explain the material in detail to the students. Starting with the teacher displaying the material through a projector screen, and then explaining the material in detail. However, while the teacher was explaining the material, some students were engrossed in their business. In this case, the teacher should



reprimand them to focus during the lesson. On the other hand, there were also those who paid close attention to the teacher's explanation.

After the teacher has finished explaining the material to all students in the class, the teacher ensures that the students have understood the material that has been explained by appointing several students to review the material again. In the procedure text material, the teacher displays three pictures of drinks with different colors, the teacher asks students to create procedure texts according to their imagination. But before that, the teacher had asked students to pair up with a classmate to do the assignment. Students are asked to discuss with their partner so that both of them think about the assignment that has been given so that the assignment can be completed quickly. In this stage, the English teacher gives approximately 15 minutes for discussion. After all students have completed their assignments, it is time for students to share or present the results of their discussion to classmates. In this session, the teacher uses spin to determine which pair will come forward and share the results of their discussion. At this stage, the teacher begins to listen. After students make their presentations, the teacher gives several suggestions so that students can find out their shortcomings when presenting the results of their discussion. Then the teacher gives assignments in the form of homework that must be done in pairs and will be discussed at the next meeting.

At the second meeting which was held on November 10 2023, researcher began to make observations again in the accounting class, as in last week's activity, namely reading Yasin in the morning then the teacher greeted and checked attendance. The teacher begins the lesson by reviewing the procedure text material that was studied last week, then begins discussing the homework assignments that have been completed by each pair. Their homework was "How to Make a Sandwich". The teacher starts writing their names in the Spin app,

which is used to randomly assign pairs to present their homework results. Before each pair came forward, the teacher gave them approximately 10 minutes to prepare. After that, students were asked to focus and listen to each pair who came forward to present. After all pairs presented the results of their discussion, the teacher gave applause and suggestions so that students could improve their speaking skills.

The second research was carried out in the 10<sup>th</sup> grade of Business Management which was held on November 3, 2023 with the material Asking and Giving Opinion. As with research in 10<sup>th</sup> grade Accounting, the teacher explained the material in detail and used the projector screen as a teaching medium. However, there is a difference between this class and the previous class, this class is mixed between female and male students, so the atmosphere in this class tends to be busier than the last class which only contained female students. However, in the assignment session, students were asked to create a dialogue with their partner to give their opinions about bullying at school, the use of social media which has a negative impact on students, and their feelings about bringing cellphones to school. In this activity, the teacher gives students approximately ten minutes to discuss the assignment with their partner. After they discuss, they share the results of their discussion by making a presentation in class. After the presentation activity was finished, the teacher gave applause and suggestions. then the teacher gives homework.

At the second meeting held on November 10 2023, researchers again carried out observations in class 10 business management. When entering the classroom, the teacher says "assalamu'alaikum" then checks the students' attendance. The teacher also asked whether the students were still enthusiastic about learning, because this learning was carried out in the second hour.

After that, the teacher starts the lesson by reviewing the material that was studied last week and asking whether all students have finished their homework. the theme of his homework was “what do you think about online learning”. After that the teacher gave them 10 minutes to prepare. While waiting for the students to prepare themselves, the teacher starts writing their names on the spin app to randomly indicate which pair will come to the front. After that, each pair began to present the results of their homework, and the other students were asked to focus. After completing the presentation activity, the teacher gives applause and suggestions with the aim that students can improve their speaking skills.

c) Post-teaching

This session is the end of the learning activities. Before ending the learning activity, the teacher reviews the material that has been studied so that students can remember and understand the material well. After that, the class closed by reading Hamdalah, and then the teacher greeted the students and left the class.

**3. The Think Pair Share method is suitable for teaching student speaking skills.**

The use of the Think Pair Share method was suitable for teaching students' speaking skills because of its structured approach, emphasis on active involvement, and positive peer connection. The English teacher that includes the Think Pair Share method in their classroom regularly could help students gain self-confidence, enhance their speaking abilities, and gain crucial communication skills.

“The use of The Think Pair Share method was suitable to be applied in teaching students' speaking skills because in this method various stages could make students more accustomed to speaking English, apart from that, it also makes it easier for students to understood the learning material. Moreover, by using the Think Pair Share method, learning became more fun.”

Based on the English teacher's statement above, using the Think Pair share method was deemed suitable for teaching speaking skills to students because there were three stages that students must carried out while learning to use this method, namely think-pair-share. Then the English teacher also thought that learning activities became more fun. According to Kagan in Revira who stated that the Think Pair Share method was very suitable to be applied in learning because students got a pleasant learning experience while also motivated students to continue learning.<sup>62</sup>

#### **4. using the Think Pair Share method can make learning activities more effective and efficient**

The Think Pair Share method was a collaborative method that required students to be involved in learning activities, so this method was quite effective and efficient to use in teaching students speaking skills. According to Ulfi, the Think Pair Share method, which was part of the cooperative learning method, was also described as an effective teaching strategy. The efficiency of this method was proven by the implementation procedure, which primarily focuses on students practicing their competence and cooperation in carried out all class activities to increase speaking skills competency.<sup>63</sup>

“In my opinion, the use of the Think Pair Share method to teach students' speaking skills was very effective to be applied, because students were involved in learning activities starting from them thinking individually, then discussing in pairs with their seatmates and finally sharing the results of their discussions in front of the students”

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<sup>62</sup> Revira Widya Putri and Dangin, " The Implementation Of Think-Pair-Share Technique To Improve Students' Speaking Ability," Volume 4 *Jurnal Ekonomi Ilmu* Nomor 1 | , 202 *Manajemen* 4, no. 1 (2017): 195 .<https://jurnal.unigal.ac.id/index.php/ekonomologi/article/view/1150>.

<sup>63</sup> Nadif Ulfia, “Enhancing Students' Speaking Ability By Applying Think-Pair Share Technique For The Students Of Xii IPS 4 Ma Negeri I Bojonegoro In The Academic Year Of 2016/2017,” *Jurnal Edutama* 4, no. 2 (2017): 31–38, <http://ejournal.ikipgribojonegoro.ac.id/index.php/JPE/article/view/53>.

Based on the statement above, the English teacher felt that using the Think Pair Share method was very effective and efficient to apply in teaching students' speaking skills. This was because students participate actively during learning activities starting from thinking, pairing and sharing. According to Lyman in Brillianzha, this method was considered cooperative learning and an effective method for applying various discussion patterns in class.<sup>64</sup> So, the Think Pair Share method was both effective and efficient for teaching students' speaking abilities, because apart from students involvement, every minute of the time spent learning was beneficial.



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<sup>64</sup> Aldi Brillianzha, "A Study Of Think-Pair-Share Technique To Improve Speaking Skills Of The Eighth Grade Students In Kupang," *Issn 2775-507x*, no. 1999 (2020).

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusion

This research was carried out at SMK Ma'arif NU 1 Cilongok regarding how to use the Think Pair Share method in teaching student speaking. In this research, a qualitative method was conducted to describe how the Think Pair Share method was applied to teaching students' speaking skills. This research aims to find out how the teacher applies the Think Pair Share method in teaching students' speaking skills which was carried out in 10<sup>th</sup> grade Accounting and Business Management at SMK Ma'arif NU 1 Cilongok. This research was conducted to obtain data related to the use of the think pair share method in teaching speaking. The data collected in this research include how the teacher uses the Think Pair Share method in teaching speaking.

This research collects the data by conducting interviews, observation, and documentation. The observations were done four times, the first and second observations were carried out in 10<sup>th</sup> grade of accounting, where the English teacher applied the Think Pair Share method in the Procedure Text material. The third and fourth observations were carried out in 10<sup>th</sup> grade of business management, where the English teacher applied the Think Pair Share method in the Asking and Giving Opinion material. The researcher found that the English teacher applied the Think Pair Share method by divided it into three stages 1) Think, students were asked to think first about the assignment that had been given by the teacher. 2) Pairs, the teacher asked students to complete the assignment in pairs to find the answer. 3) Share, presenting the results of their discussion in front of their classmates. In these three stages, students are involved in learning activities, so students can easily understand the material. Apart from that, students also become active in expressing their opinions.

Moreover, researchers have conducted interviews with English teacher to find out the reasons why English teachers use this method, namely so that students do not need to feel anxious when asked to speak English in front of many people. At this stage the researcher found that using the Think Pair Share

method could help students improve their confidence when they asked to speaking. This method also makes learning activities more effective and efficient because students are involved during learning. Based on the research that has been conducted, researcher can find out that using the Think Pair Share method is suitable to teach students' speaking abilities.

## **B. Suggestions**

This study contains the use of the Think Pair Share method in teaching speaking at SMK Ma'arif NU 1 Cilongok. The researcher will write down some suggestions that might be useful related to the study:

1. Schools should be able to give teachers the freedom to provide various learning methods according to student's abilities, but not dispose of the ultimate goal of learning based on the syllabus.
2. Teachers should give students time to provide input regarding what methods will be used and then ask their opinions regarding the methods that have been used.
3. For further research, when discussing the think pair share method, it is highly recommended to make lots of observations. in order to provide more and complete data

## **C. Limitations of the Study**

The researcher need to limit the problem in order to focus on this research. This research focuses on how the English teacher use the Think Pair Share method to teach speaking skills in 10<sup>th</sup> grade accounting and 10<sup>th</sup> grade business management. For research more focus, there are several limitation, as follows:

1. This reseach only focuses to find out about the use think pair share method in teaching speaking at 10th grade Accounting and Business Management at SMK Ma'arif NU 1 Cilongok.
2. The use of think pair share in 10th grade Accounting and Business Management at SMK Ma'arif NU 1 Cilongok based on the english teacher that said, students are lack of vocabulary, and not confident in speaking English.

3. This research was only carried out in 10th grade Accounting and 10th grade Business Management at SMK Ma'arif NU 1 Cilongok.
4. Observations and interviews carried out to collect data were carried out from 3 November to 24 November 2024.





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## Appendix 1

### Interview

#### DAFTAR PERTANYAAN WAWANCARA SEMI TERSTRUKTUR GURU DAN SISWA SMK MA'ARIF NU 1 CILONGOK

Berikut merupakan daftar pertanyaan yang peneliti tulis untuk melakukan wawancara bersama dengan guru bahasa Inggris dari SMK Ma'arif NU 1 Cilongok, guna memperoleh data yang dapat membantu peneliti dalam menyelesaikan skripsi yang berjudul **The Use of Think Pair Share Method in Teaching Speaking at SMK Ma'arif NU 1 Cilongok**, sebagai berikut:

1. Kenapa anda memilih metode *Think Pair Share* untuk mengajar kemampuan berbicara siswa?
2. Apakah metode *Think Pair Share* cocok untuk mengajar kemampuan berbicara siswa?
3. Apa saja yang harus di persiapkan ketika akan mengajar menggunakan metode *Think Pair Share*?
4. Apakah metode *Think Pair Share* mampu untuk membuat siswa aktif dalam kegiatan pembelajaran?
5. Apakah metode *Think Pair Share* dapat merangsang siswa dalam mempelajari keterampilan berbicara?
6. Bisakah metode *Think Pair Share* dalam mengajar kemampuan berbicara siswa mampu untuk meningkatkan komunikasi siswa?
7. Apakah kesulitan yang dialami saat mengajarkan keterampilan berbicara siswa dapat teratasi setelah menggunakan metode *Think Pair Share*?
8. Apakah ada peningkatan mengenai nilai tugas siswa setelah menggunakan metode *Think Pair Share*?
9. Apakah dengan menggunakan metode *Think Pair Share* menjadikan kegiatan pembelajaran lebih efektif dan efisien?

**Appendix 2**  
**Result of the interview with the English teacher**

**Hari/tanggal:** Jum'at, 24 November 2023

**Tempat:** SMK Ma'arif Nu 1 Cilongok

**Narasumber:** Gyan Gesita, S.Pd.

**Pertanyaan:**

1. Kenapa anda memilih metode *Think Pair Share* untuk mengajar kemampuan berbicara siswa?

**Jawaban:** yang pertama karena masalah siswa sebelum melakukan *speaking* siswa terkadang mengalami kecemasan. Alasan menggunakan metode TPS, sebelum siswa mempresentasikan hasil diskusi mereka didepan kelas, mereka berdiskusi terlebih dahulu dengan pasangannya atau dengan teman sebangku untuk berlatih *speaking* dulu jadi siswa tidak terlalu deg-degan, jadi siswa sudah ada persiapan.

2. Apakah metode *Think Pair Share* cocok untuk mengajar kemampuan berbicara siswa?

**Jawaban:** menurut saya cocok, karena ya seperti tadi, siswa diminta untuk berdiskusi dan berlatih *speaking* terlebih dahulu sebelum presentasi

3. Apa saja yang harus di persiapkan ketika akan mengajar menggunakan metode *Think Pair Share*?

**Jawaban:** saya mempersiapkan bahan untuk berdiskusi dan cara untuk memilih siswa untuk mempresentasikan hasil diskusi biasanya saya menyiapkan *spin* atau bola dan terkadang memakai lagu.

4. Apakah metode *Think Pair Share* mampu untuk membuat siswa aktif dalam kegiatan pembelajaran?

**Jawaban:** menurut saya iya, karena mereka sudah berlatih dulu

5. Apakah metode *Think Pair Share* dapat merangsang siswa dalam mempelajari keterampilan berbicara?

**Jawaban:** seharusnya metode ini dapat membuat siswa bersemangat, namun hal itu juga tergantung dengan kondisi siswa nya juga.



6. Bisakah metode *Think Pair Share* dalam mengajar kemampuan berbicara siswa mampu untuk meningkatkan komunikasi siswa?

**Jawaban:** iya, karena mereka saling bekerja sama

7. Apakah kesulitan yang dialami saat mengajarkan keterampilan berbicara siswa dapat teratasi setelah menggunakan metode *Think Pair Share*?

**Jawaban:** Kesulitan yang sering saya hadapi adalah membuat siswa percaya diri untuk mempresentasikan hasil diskusinya di depan teman sekelasnya. Apalagi dalam menggunakan metode ini saya mengutamakan penggunaan bahasa Inggris, sehingga saya meminta siswa untuk mempresentasikan hasil diskusinya dengan menggunakan bahasa Inggris. Hal ini membuat sebagian siswa cemas dan takut, namun permasalahan tersebut dapat diatasi dengan mengadakan diskusi dan latihan sebelum memberikan presentasi. Namun ada juga yang tidak fokus dan sibuk dengan urusannya sehingga saya harus menegurnya agar bisa fokus belajar kembali.

8. Apakah ada peningkatan mengenai nilai tugas siswa setelah menggunakan metode *Think Pair Share*?

**Jawaban:** menurut saya ada peningkatan karena siswa sudah mulai terbiasa untuk melakukan *speaking*.

9. Apakah dengan menggunakan metode *Think Pair Share* menjadikan kegiatan pembelajaran lebih efektif dan efisien?

**Jawaban:** saya rasa iya, karena siswa ikut terlibat dalam kegiatan pembelajaran.

## Appendix 3

### Observation

**Hari/tanggal: Jum'at, 3 November 2023**

**Kelas: X Akuntansi**

**Materi: Procedure Text**

a. Pre-teaching

Pada tahap ini, guru bahasa Inggris melakukan persiapan sebelum mengajar. Guru bahasa Inggris mempersiapkan materi yang akan diajarkan kepada siswa. Pada pertemuan kali ini guru bahasa Inggris akan mengajarkan materi Procedure Text, dimana dalam materi tersebut terdapat berbagai hal penting yang harus dijelaskan oleh guru bahasa Inggris kepada siswa antara lain pengertian, struktur dan tujuan. Selain menyiapkan materi, guru bahasa Inggris juga menyiapkan tugas untuk melatih siswa dalam keterampilan berbicara. Tugas tersebut meminta siswa untuk berdiskusi secara berpasangan. Kemudian guru bahasa Inggris juga memanfaatkan teknologi yaitu aplikasi spin untuk nantinya menunjuk siswa untuk mempresentasikan hasil diskusinya secara acak.

b. Whilst-teaching

Penelitian pertama dilakukan di kelas 10 Akuntansi dengan materi pembelajaran *Procedure Text*. Setelah memberi tahu materi yang akan dipelajari hari ini, guru mulai menjelaskan materi tersebut dimulai dengan guru menyajikan materi melalui LCD proyektor, kemudian menjelaskan materi secara rinci. Ketika guru menjelaskan materi, ada beberapa siswa yang sibuk dengan urusan mereka masing-masing. Dalam kasus ini, guru harus memperingati siswa untuk fokus selama proses pembelajaran. Di sisi lain, sebagian dari siswa ada yang tetap memperhatikan guru saat sedang menjelaskan materi.

Setelah guru selesai menjelaskan materi Procedure Text kepada siswa, guru memastikan kembali bahwa siswa telah memahami materi yang

telah disampaikan dengan menunjuk beberapa siswa untuk mengulas materi kembali. Dalam materi Procedure Text, guru menampilkan tiga gambar dengan tema “drinks with different color”, guru meminta siswa untuk membuat suatu Procedure Text sesuai dengan imajinasi mereka. Dalam tahap ini, guru meminta siswa untuk berpikir secara individual terkait tugas yang telah diberikan, guru memberi waktu kurang lebih hampir 10 menit untuk mereka berpikir. Kemudian di tahap selanjutnya, guru memerintahkan siswa untuk berdiskusi secara berpasangan dengan teman sebangku, sehingga setiap pasangan akan menyelesaikan tugas secara bersama-sama, dalam tahap ini guru memberikan waktu kurang lebih 15 menit untuk siswa berdiskusi, ini bertujuan agar siswa dapat menyelesaikan tugas secara cepat. Selain itu, dengan berdiskusi siswa dapat melatih kemampuan berkomunikasi dengan teman sebangku. Di tahap akhir, siswa diminta untuk mempresentasikan hasil diskusi mereka didepan kelas. Pada sesi ini, guru menggunakan spin untuk menentukan pasangan mana yang akan maju ke depan dan mempresentasikan hasil dari diskusi mereka. Di tahap ini, siswa diharuskan untuk menyimak penjelasan yang sedang dilakukan oleh teman mereka. Setelah kegiatan mempresentasikan hasil diskusi selesai, guru memberikan tugas pekerjaan rumah kepada siswa dan harus dikerjakan secara berpasangan dengan teman sebangku, kemudian akan di bahas di pertemuan minggu depan.

c. Post-teaching

pada sesi ini merupakan akhir dari kegiatan pembelajaran. Sebelum mengakhiri nya, guru mengulas kembali materi yang telah dipelajari ke pada siswa sehingga siswa dapat memahami dan mengingat materi dengan baik. Setelah itu, kelas berakhir dengan membaca “Alhamdulillah” secara bersama-sama, kemudian guru mengucapkan salam “Wassalamu’alaikum” kepada siswa dan meninggalkan kelas.

**Hari/tanggal: Jum'at, 3 November 2023**

**Kelas: X Manajemen Bisnis**

**Materi: Asking and Giving Opinion**

a. Pre-teaching

Pada tahap ini, guru bahasa Inggris melakukan persiapan sebelum mengajar. Guru bahasa Inggris mempersiapkan materi yang akan diajarkan kepada siswa. Pada pertemuan kali ini guru bahasa Inggris akan mengajarkan materi Asking and Giving Opinion, dimana dalam materi tersebut terdapat berbagai hal penting yang harus dijelaskan oleh guru bahasa Inggris kepada siswa antara lain pengertian, struktur dan tujuan. Selain menyiapkan materi, guru bahasa Inggris juga menyiapkan tugas untuk melatih siswa dalam keterampilan berbicara. Tugas tersebut meminta siswa untuk berdiskusi secara berpasangan. Kemudian guru bahasa Inggris juga memanfaatkan teknologi yaitu aplikasi spin untuk nantinya menunjuk siswa untuk mempresentasikan hasil diskusinya secara acak.

b. Whilst-teaching

Penelitian kedua dilaksanakan pada kelas 10 Manajemen Bisnis yang dilaksanakan pada tanggal 3 November 2023 dengan materi “Giving and Asking Opinion”. Seperti halnya penelitian pada kelas 10 Akuntansi, guru menjelaskan materi secara detail dan menggunakan layar proyektor sebagai media pengajaran. Namun ada perbedaan antara kelas ini dengan kelas sebelumnya, kelas ini bercampur antara siswa perempuan dan laki-laki, sehingga suasana di kelas ini cenderung lebih ramai dibandingkan kelas terakhir yang hanya berisi siswa perempuan. Namun pada sesi penugasan, siswa diminta untuk berdialog dengan pasangannya untuk memberikan pendapatnya tentang bullying di sekolah, penggunaan media sosial yang berdampak negatif pada siswa, dan perasaannya jika membawa ponsel ke sekolah. Dalam kegiatan ini guru memberikan waktu kurang lebih sepuluh menit kepada siswa untuk mendiskusikan tugas dengan pasangannya. Setelah berdiskusi, mereka membagikan hasil diskusinya dengan

melakukan presentasi di kelas. Setelah kegiatan presentasi selesai, guru memberikan tepuk tangan dan saran. kemudian guru memberikan pekerjaan rumah.

c. Post-teaching

Pada sesi ini merupakan akhir dari kegiatan pembelajaran. Sebelum mengakhiri nya, guru mengulas kembali materi yang telah dipelajari ke pada siswa sehingga siswa dapat memahami dan mengingat materi dengan baik. Setelah itu, kelas berakhir dengan membaca “Alhamdulillah” secara bersama-sama, kemudian guru mengucapkan salam “Wassalamu’alaikum” kepada siswa dan meninggalkan kelas.



**Hari/tanggal: Jum'at, 10 November 2023**

**Kelas: X Akuntansi**

**Materi: Procedure Text**

a. Pre-teaching

Pada tahap ini, guru bahasa Inggris melakukan persiapan sebelum mengajar. Guru bahasa Inggris mempersiapkan materi yang akan diajarkan kepada siswa. Pada pertemuan kali ini guru bahasa Inggris akan mengajarkan materi Procedure Text, dimana dalam materi tersebut terdapat berbagai hal penting yang harus dijelaskan oleh guru bahasa Inggris kepada siswa antara lain pengertian, struktur dan tujuan. Selain menyiapkan materi, guru bahasa Inggris juga menyiapkan tugas untuk melatih siswa dalam keterampilan berbicara. Tugas tersebut meminta siswa untuk berdiskusi secara berpasangan. Kemudian guru bahasa Inggris juga memanfaatkan teknologi yaitu aplikasi spin untuk nantinya menunjuk siswa untuk mempresentasikan hasil diskusinya secara acak.

b. Whlist teaching

Pada pertemuan kedua yang dilaksanakan pada tanggal 10 November 2023, peneliti mulai melakukan observasi kembali pada kelas akuntansi, seperti pada kegiatan minggu lalu yaitu membaca Yasin pada pagi hari kemudian guru memberikan salam dan mengecek kehadiran. Guru mengawali pembelajaran dengan mereview materi teks prosedur yang telah dipelajari minggu lalu, kemudian memulai pembahasan tugas pekerjaan rumah yang telah diselesaikan oleh masing-masing pasangan. Pekerjaan rumah mereka adalah "How to make Sandwich". Guru mulai menuliskan nama mereka di aplikasi Spin, yang digunakan untuk menetapkan pasangan secara acak untuk mempresentasikan hasil pekerjaan rumahnya. Sebelum masing-masing pasangan maju ke depan, guru memberikan waktu kurang lebih 10 menit kepada mereka untuk bersiap. Setelah itu siswa diminta fokus dan mendengarkan setiap pasangan yang maju untuk mempresentasikan. Setelah semua pasangan mempresentasikan hasil diskusinya, guru

memberikan tepuk tangan dan saran agar siswa dapat meningkatkan keterampilan berbicaranya

c. Post-teaching

Pada sesi ini merupakan akhir dari kegiatan pembelajaran. Sebelum mengakhiri nya, guru mengulas kembali materi yang telah dipelajari ke pada siswa sehingga siswa dapat memahami dan mengingat materi dengan baik. Setelah itu, kelas berakhir dengan membaca “Alhamdulillah” secara bersama-sama, kemudian guru mengucapkan salam “Wassalamu’alaikum” kepada siswa dan meninggalkan kelas.



**Hari/tanggal: Jum'at, 10 November 2023**

**Kelas: X Manajemen Bisnis**

**Materi: Asking and Giving Opinion**

a. Pre-teaching

Pada tahap ini, guru bahasa Inggris melakukan persiapan sebelum mengajar. Guru bahasa Inggris mempersiapkan materi yang akan diajarkan kepada siswa. Pada pertemuan kali ini guru bahasa Inggris akan mengajarkan materi Asking and Giving Opinion, dimana dalam materi tersebut terdapat berbagai hal penting yang harus dijelaskan oleh guru bahasa Inggris kepada siswa antara lain pengertian, struktur dan tujuan. Selain menyiapkan materi, guru bahasa Inggris juga menyiapkan tugas untuk melatih siswa dalam keterampilan berbicara. Tugas tersebut meminta siswa untuk berdiskusi secara berpasangan. Kemudian guru bahasa Inggris juga memanfaatkan teknologi yaitu aplikasi spin untuk nantinya menunjuk siswa untuk mempresentasikan hasil diskusinya secara acak.

b. Whlist – teaching

At the second meeting held on November 10 2023, researchers again carried out observations in class 10 business management. The teacher starts the lesson by reviewing the material that was studied last week and asking whether all students have finished their homework. the theme of his homework was “what do you think about online learning”. After that the teacher gave them 10 minutes to prepare. While waiting for the students to prepare themselves, the teacher starts writing their names on the spin app to randomly indicate which pair will come to the front. After that, each pair began to present the results of their homework, and the other students were asked to focus. After completing the presentation activity, the teacher gives applause and suggestions with the aim that students can improve their speaking skills.



c. Post- teaching

Pada sesi ini merupakan akhir dari kegiatan pembelajaran. Sebelum mengakhiri nya, guru mengulas kembali materi yang telah dipelajari ke pada siswa sehingga siswa dapat memahami dan mengingat materi dengan baik. Setelah itu, kelas berakhir dengan membaca “Alhamdulillah” secara bersama-sama, kemudian guru mengucapkan salam “Wassalamu’alaikum” kepada siswa dan meninggalkan kelas.



**Appendix 4**  
**Documentation**



**Gambar 1**  
**Siswa berdiskusi secara berpasangan**



**Gambar 2**  
**Siswa mempresentasikan hasil diskusi**



**Gambar 3**  
**Siswa berdiskusi secara berpasangan**



**Gambar 4**  
**Siswa mempersentasikan hasil diskusi**

## Appendix 5

### Instrument

#### DAFTAR PERTANYAAN WAWANCARA SEMI TERSTRUKTUR GURU DAN SISWA SMK MA'ARIF NU 1 CILONGOK

The following is a list of questions that the researcher created to conduct interviews with the teacher and students of SMK Ma'arif NU 1 Cilongok, in order to obtain data that can help researcher in completing the thesis entitled *The Use of Think Pair Share Method in Teaching Speaking at SMK Ma'arif NU 1 Cilongok*, such as:

1. Why did you choose the TPS method to teach students' speaking skills?  
*(Kenapa anda memilih metode TPS untuk mengajar kemampuan berbicara siswa?)*
2. Is the TPS method suitable for teaching students' speaking skills?  
*(Apakah metode TPS cocok untuk mengajarkan keterampilan berbicara siswa?)*
3. What must be prepared when teaching using the TPS method?  
*(apa saja yang harus disiapkan ketika akan mengajar menggunakan metode TPS?)*
4. Is the TPS method in teaching speaking skills able to make students active in learning activities?  
*(Apakah metode TPS dalam pengajaran keterampilan berbicara mampu menjadikan siswa aktif dalam kegiatan pembelajaran?)*
5. Can the TPS method make students excited in learning students' speaking skills?  
*(Apakah metode TPS dapat membuat siswa bersemangat dalam mempelajari keterampilan berbicara siswa?)*
6. Can the TPS method in teaching speaking skills increase student communication?  
*(Apakah metode TPS dalam pengajaran keterampilan berbicara dapat meningkatkan komunikasi siswa?)*
7. Can the difficulties experienced while teaching students' speaking skills be resolved after using the TPS method?  
*(Apakah kesulitan - kesulitan yang dialami selama mengajar kemampuan berbicara siswa dapat teratasi setelah menggunakan metode TPS?)*
8. Is there an increase in student assignment scores by using the TPS method?

*(Apakah dengan menggunakan metode TPS terdapat peningkatan dalam nilai tugas siswa?)*

9. Does when using the TPS method make learning activities more effective and efficient?  
*(Apakah ketika menggunakan metode TPS, kegiatan pembelajaran menjadi lebih efektif dan efisien?)*
10. Do you (student) become more confident in speaking English after learning to use the TPS method?  
*(Apakah anda (siswa) menjadi lebih percaya diri untuk berbicara bahasa inggris setelah belajar menggunakan metode TPS?)*
11. Does using the TPS method make learning activities more enjoyable?  
*(Apakah dengan menggunakan metode TPS kegiatan pembelajaran menjadi lebih menyenangkan?)*
12. Does using the TPS method make the material presented by the teacher easier to understand?  
*(Apakah dengan menggunakan metode TPS, materi yang disampaikan oleh guru menjadi lebih mudah untuk dipahami?)*
13. For learning to improve students' speaking skills, do you prefer to use the TPS method or just listen to the teacher when she is explaining the material?  
*(Untuk pembelajaran meningkatkan kemampuan berbicara siswa, anda lebih memilih menggunakan metode TPS atau hanya menyimak guru saat dia sedang menjelaskan materi?)*

Purwokerto, 21 September 2023

Validator



Endang Sartika S.Pd., M.A.

## Appendix 6

### Lesson Plan

#### RPP - Pembelajaran Materi Procedure Text

**Mata Pelajaran** : Bahasa Inggris

**Tema** : Procedure Text

**Kelas** : X

**Waktu Pelaksanaan** : 3 pertemuan (masing-masing pertemuan berlangsung selama 90 menit)

**Tujuan Pembelajaran:**

Setelah menyelesaikan pembelajaran ini, siswa diharapkan dapat:

1. Memahami konsep dan ciri-ciri teks prosedur.
2. Menganalisis contoh teks prosedur.
3. Menulis teks prosedur sederhana.
4. Menerapkan metode Think-Pair-Share dalam berdiskusi.

**Pertemuan 1: Memahami Konsep Procedure Text (Alokasi Waktu: 90 menit)**

**Tujuan Utama:** Memahami konsep teks prosedur dan ciri-cirinya.

**Kegiatan:**

1. Pendahuluan (15 menit):
  - Guru memulai pembelajaran dengan memperkenalkan topik "Procedure Text" dan mengajukan pertanyaan awal kepada siswa untuk mengukur pengetahuan awal mereka tentang topik tersebut.
2. Think-Pair-Share (30 menit):
  - Guru menjelaskan konsep teks prosedur dan ciri-cirinya.
  - Siswa akan berpartisipasi dalam metode Think-Pair-Share: Siswa berpikir sendiri (Think), berdiskusi dengan pasangan (Pair), dan berbagi hasil diskusi dengan seluruh kelas (Share) tentang contoh-contoh teks prosedur yang mereka ketahui.
3. Praktek: Identifikasi (25 menit):
  - Siswa bekerja secara individu untuk mengidentifikasi ciri-ciri teks prosedur dalam contoh-contoh teks yang diberikan guru.
  - Guru memfasilitasi diskusi kelas tentang hasil identifikasi siswa.
4. Penutup (10 menit):

- Guru merangkum pembelajaran dan menugaskan siswa untuk mencari contoh teks prosedur sebagai pekerjaan rumah.

## **Pertemuan 2: Menganalisis Contoh Procedure Text (Alokasi Waktu: 90 menit)**

**Tujuan Utama:** Menganalisis contoh teks prosedur untuk memahami struktur dan bahasa yang digunakan.

### **Kegiatan:**

1. Pendahuluan (10 menit):
  - Guru mengingatkan siswa tentang topik pembelajaran sebelumnya.
2. Pembelajaran Aktif: Analisis (50 menit):
  - Guru menyediakan contoh-contoh teks prosedur yang berbeda.
  - Siswa bekerja dalam kelompok kecil untuk menganalisis struktur teks, langkah-langkah yang dijelaskan, dan bahasa yang digunakan.
  - Setiap kelompok akan mempresentasikan hasil analisis mereka.
3. Praktek Menulis (20 menit):
  - Siswa bekerja secara individu atau dalam kelompok kecil untuk menulis teks prosedur sederhana tentang aktivitas sehari-hari.
4. Penutup (10 menit):
  - Guru merangkum pembelajaran dan menugaskan pekerjaan rumah berupa menyelesaikan teks prosedur yang telah mereka mulai.

## **Pertemuan 3: Menulis dan mempresentasikan Procedure Text (Alokasi Waktu: 90 menit)**

**Tujuan Utama:** Menulis dan mempresentasikan teks prosedur sederhana.

### **Kegiatan:**

1. Pendahuluan (10 menit):
  - Guru meminta siswa berbagi hasil pekerjaan rumah mereka dan memberikan umpan balik.
2. Pembelajaran Aktif: (50 menit):
  - Guru menjelaskan langkah-langkah dalam menulis teks prosedur.
  - Siswa bekerja dalam kelompok untuk membuat teks prosedur sederhana, misalnya, "Cara Membuat Sandwich."

- Setiap kelompok mempresentasikan teks prosedur yang telah mereka buat.

3. Penutup (10 menit):

- Guru merangkum pembelajaran dan memberikan umpan balik kepada siswa.



## Appendix 7

### Official letter and reply of Preliminary research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
PROFESOR KAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
FAKULTAS TARBIIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553  
www.uinsaizu.ac.id

Nomor : B-e. /Un.19/FTIK.J.TBI/PP.05.3/3/2021  
Lampiran : -  
Hal : **Permohonan Ijin Observasi Pendahuluan**

Kepada Yth.  
**Eka Fitriyanti, S.Pd**  
**di SMK Ma'arif NU 1 Cilongok**

**Assalamu'alaikum Wr.Wb.**

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama : Linda Zakiyatul Fikriyah
2. NIM : 1817404069
3. Semester : VIII
4. Jurusan/Prodi : TBI
5. Tahun akademik : 2021/2022

Memohon kepada Bapak/Ibu berkenan memberikan izin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Obyek : Guru SMK Ma'arif NU 1 Cilongok
2. Tempat/Lokasi : SMK Ma'arif NU 1 Cilongok
3. Tanggal observasi : 30/03/2022

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

**Wassalamu'alaikum wr. wb.**

Purwokerto, 28/03/2022  
A.n. Wakil Dekan I  
Koordinator Prodi

Dr. Maria Ulpah, M.Si.  
NIP:198011152005012004







LEMBAGA PENDIDIKAN MA'ARIF NU KABUPATEN BANYUMAS  
AKTE NOTARIS MUNYATI SULLAM, S.H., MA NO.04/2013  
**SMK MA'ARIF NU 1 CILONGOK**

Komplek Lapangan Cilongok 53162 Telp./Fax. (0281) 655337  
Website : www.smkmaarifcilongok.sch.id Email : smkmaarifcilongok@gmail.com

Nomor : 171/LPM/33.08/SMK-04/B/XI/2022  
Lampiran : -  
Perihal : Pemberian Ijin Observasi Pendahuluan

12 Rabi'ul Akhir 1444 H.  
7 November 2022 M.

Kepada Yth.  
Dekan UIN Saizu Purwokerto  
di  
Purwokerto

**Assalamu 'alaikum Warahmatullahi Wabarakatuh**  
**Bismillahirrahmanirrahim**

Berdasarkan surat dari Universitas Islam Negeri Prof. K.H Saifudin Zuhri Purwokerto Nomor : B-e./Un.19/FTIK.J.TBI/PP.05.3/3/2022 tanggal 28 Maret 2022 perihal permohonan izin observasi pendahuluan, maka dengan ini kami memberikan ijin kepada mahasiswa atas nama :

Nama : Linda Zakiyatul Fikriyah  
NIM : 187404069  
Semester : VIII ( Delapan )  
Jurusan/Prodi : TBI

Untuk melaksanakan Kegiatan Observasi Pendahuluan tentang Guru SMK Ma'arif NU 1 Cilongok di sekolah kami pada tanggal 30 Maret 2022.

Demikian surat ijin ini kami sampaikan, atas perhatian dan kerjasama yang baik kami ucapkan terimakasih.

**Wallahul Muwaffiq Ila Aqwamith-thariq**  
**Wassalamu 'alaikum Warahmatullahi Wabarakatuh**

Kepala,

  
H. Fatkhul Aziz, S.Ag

Program Keahlian : 1. Akuntansi dan Keuangan Lembaga (AKL)  
2. Otomatisasi dan Tata Kelola Perkantoran (OTKP)

3. Multimedia (MM)  
4. Teknik Bisnis Sepeda Motor (TBSM)



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## Appendix 8

### Official Letter and Reply of Individual Research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553  
www.ftik.uinsaizu.ac.id

Nomor : B.m.4586/Un.19/D.FTIK/PP.05.3/09/2023  
Lamp. : -  
Hal : **Permohonan Ijin Riset Individu**

27 September 2023

Kepada  
Yth. Kepala SMK Ma'arif NU 1 Cilongok  
Kec. Cilongok  
di Tempat

*Assalamu'alaikum Wr. Wb.*

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

- |                    |  |
|--------------------|--|
| 1. Nama            | : Linda Zakiyatul Fikriyah   |
| 2. NIM             | : 1817404069   |
| 3. Semester        | : 11 (Sebelas)   |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris  |
| 5. Alamat          | : Desa Sudimara, RT 04, RW 04 Kecamatan Cilongok                                       |
| 6. Judul           | : The Use of Think Pair Share Method in Teaching Speaking at SMK Ma'arif NU 1 Cilongok |

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

- |                      |  |
|----------------------|--|
| 1. Objek             | : Guru dan Siswa SMK Ma'arif NU 1 Cilongok |
| 2. Tempat / Lokasi   | : SMK Ma'arif NU 1 Cilongok                |
| 3. Tanggal Riset     | : 28-09-2023 s/d 28-11-2023                |
| 4. Metode Penelitian | : Kualitatif                               |

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.  
*Wassalamu'alaikum Wr. Wb.*

An. Dekan  
Ketua Jurusan Tadris



Maria Ulpah

Tembusan :

1. Guru Bahasa Inggris SMK Ma'arif NU 1 Cilongok



LEMBAGA PENDIDIKAN MA'ARIF NU KABUPATEN BANYUMAS  
AKTE NOTARIS MUNYATI SULLAM, S.H., MA NO.04/2013

## SMK MA'ARIF NU 1 CILONGOK

Komplek lapangan Cilongok 53162 Telp./Fax. (0281) 655337  
Website : [www.smkmaarifcilongok.sch.id](http://www.smkmaarifcilongok.sch.id) Email : [smkmaarifcilongok@gmail.com](mailto:smkmaarifcilongok@gmail.com)

### SURAT KETERANGAN

Nomor : 229/LPM/33.08/SMK-04/G/XI/2023

#### *Bismillahirrahmanirrahim*

Yang bertanda tangan di bawah ini Kepala SMK Ma'arif NU 1 Cilongok, Kecamatan Cilongok Kabupaten Banyumas menerangkan bahwa :

Nama : Linda Zakiyatul Fikriyah  
NIM : 1817404069  
Semester : 11 ( Sebelas )  
Program Studi : Tadris Bahasa Inggris  
Tahun Akademik : 2022/2023

Bahwa mahasiswa tersebut benar-benar telah selesai melaksanakan kegiatan Riset Individu di SMK Ma'arif NU 1 Cilongok pada tanggal 3 November 2023, dengan obyek " Guru dan Siswa".

Demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk menjadi periksa bagi yang berkepentingan.

*Wallahul Muwaffiq Ila Aqwamith-thariq*

Cilongok, 10 Jumadil Awal 1445 H.  
24 November 2023



Kepala Sekolah

Heri M. Aziz, S.Ag

## BIOGRAPHY

### A. Personal Detail

1. Name : Linda Zakiyatul Fikriyah
2. Student Number : 1817404069
3. Place, Date of Birth : Banyumas, 25 January 2000
4. Address : Sudimara, RT 04, RW 04, Cilongok,  
Banyumas Regency
5. Name of Father : Muhlison
6. Name of Mother : Nangimah

### B. Educational Background

1. SD/MI Graduation year : MI Ma'arif NU 1 Sudimara
2. SMP/MTs Graduation year : MTs Ma'arif NU 1 Cilongok
3. SMA/SMK Graduation year : SMK Ma'arif NU 1 Cilongok
4. S1, Entry year : UIN Prof. K.H. Saifuddin Zuhri  
Purwokerto, 2018

### C. Organization

1. PMII

Purwokerto, June 19, 2024



Linda Zakiyatul Fikriyah

SN. 1817404069