

THESIS

STUDENTS' SPEAKING SKILLS IN THINK-PAIR-SHARE: A CASE STUDY AT SMAN 1 TEGALDLIMO IN THE ACADEMIC YEAR 2024/2025



By:

Adelina Marhaeni

NIM. 2111221007

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHERS TRAINING
UNIVERSITAS KH MUKHTAR SYAFAAT
(UIMSYA)
BLOKAGUNG BANYUWANGI
2025**

ADVISOR APPROVAL SHEET

Thesis title:

**STUDENTS' SPEAKING SKILLS IN THINK-PAIR-SHARE: A CASE
STUDY AT SMAN 1 TEGALDLIMO IN THE ACADEMIC YEAR
2024/2025**

It has been approved to be submitted in the thesis examination
Session on: 18 Juny 2025

Acknowledged,

Head of English Education
Department

Advisor,

**AHMAD FARUK, M.Pd.
NIPY. 3151611058801**

**MOH. MAHMUD, M.Pd.
NIPY. 3150506057801**

AGREEMENT

This is to certify that the thesis of Adelina Marhaeni has been approved by the board of Education and Teacher Training Faculty of Universitas KH. Mukhtar Syafaat Blokagung Banyuwangi examiners on: 18 Juny 2025

and has been accepted and validated as one of the requirements for obtaining a Bachelor of Education degree (S.Pd.)

Examiners team:

Chairperson

AHMAD FARUK, M.Pd.
NIPY. 3151611058801

Examiner 1

Examiner 2

MOH. MAHMUD, M.Pd.
NIPY. 3150506057801

FAIQOTUR RIZKIYAH, M.Pd.
NIPY. 3151710129201

Dean of Education and Teacher
Training Faculty

Dr. SITI AIMAHA, S.Pd.I., M.Si.
NIPY.3150801058001

DECLARATION OF AUTHENTICITY OF THESIS

Bismillahirrohmanirrohim

I, the undersigned:

Name : Adelina Marhaeni
NIM : 2111221007
Department : English Education Department
Faculty : Tarbiya and Teacher Training
University : Universitas KH. Mukhtar Syafa'at, Blokagung
Banyuwangi

Here by declare that this thesis, entitled:

“Students’ Speaking Skills In Think-Pair-Share: A Case Study At Sman 1
Tegaldlimo In The Academic Year 2024/2025”

1. This thesis has never been submitted to any other education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. Should it later be found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Banyuwangi, 19 May 2025

Adelina Marhaeni

NIM. 2111221007

MOTO

"Openono perkoro sing ono – mongko bakal maujud perkoro sing ora ono."

Start with what you have — Shape what has never been.

– KH. Mukhtar Syafa'at

DEDICATION

I dedicate this thesis to myself for staying strong through every struggle. To my beloved parents, thank you for your endless support and prayers. To my lecturers and advisor, thank you for your guidance and knowledge. To my dear friends, thank you for always being there. May this work reflect the love and effort behind every step of this journey.

ABSTRACT OF INDONESIAN

Adelina. 2025. Keterampilan Berbicara Siswa Dalam Pembelajaran Think-Pair-Share: Studi Kasus Di SMAN 1 Tegaldlimo Pada Tahun Ajaran 2024/2025.

Kata Kunci: TPS, Keterampilan Berbicara, Pengajaran bahasa inggris

Penelitian ini dilakukan untuk mengetahui bagaimana strategi Think-Pair-Share (TPS) diterapkan dalam pembelajaran keterampilan berbicara pada siswa kelas XI-10 di SMAN 1 Tegaldlimo. Latar belakang penelitian ini adalah rendahnya kemampuan berbicara siswa dalam bahasa Inggris, yang ditunjukkan dengan kurangnya rasa percaya diri, terbatasnya penguasaan kosakata, serta minimnya partisipasi dalam aktivitas berbicara di kelas.

Tujuan dari penelitian ini adalah untuk mendeskripsikan penerapan strategi TPS oleh guru dalam pembelajaran berbicara serta mengidentifikasi tantangan-tantangan yang muncul selama proses tersebut. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi, yang dianalisis melalui proses reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa strategi TPS diterapkan dalam tiga tahapan utama: berpikir secara individu, berdiskusi secara berpasangan, dan membagikan hasil diskusi kepada kelas. Strategi ini terbukti mampu meningkatkan kepercayaan diri siswa dan membuat mereka lebih aktif dalam berbicara bahasa Inggris. Meskipun demikian, terdapat beberapa kendala dalam penerapannya, seperti keterbatasan waktu, ketimpangan partisipasi antar siswa, dan perbedaan kemampuan berbicara. Namun secara keseluruhan, strategi TPS dinilai efektif dalam menciptakan lingkungan belajar yang interaktif dan kolaboratif, serta mendukung siswa dalam meningkatkan keterampilan berbicara mereka.

ABSTRACT OF ENGLISH

Adelina. 2025. Students' Speaking Skills In Think-Pair-Share: A Case Study At SMAN 1 Tegaldlimo in the Academic Year 2024/2025.

Key Words: TPS, Speaking Skill, ELT

This research was conducted to explore how the Think-Pair-Share (TPS) strategy was applied in teaching speaking skills to students in Grade XI-10 at SMAN 1 Tegaldlimo. The background of this study is the lack of students' speaking ability in English, which was shown through low self-confidence, limited vocabulary, and low participation during speaking activities in class.

The aim of this study is to describe how the TPS strategy was implemented by the teacher in speaking lessons and to identify the challenges that appeared during the process. This study used a qualitative method with a case study approach. The data were collected through observations, interviews, and documentation, and were analyzed through data reduction, data display, and conclusion drawing.

The results showed that the TPS strategy was implemented in three main steps: thinking individually, discussing in pairs, and sharing ideas with the class. This method helped improve students' confidence and made them more active in speaking English. However, some challenges were found, such as time limitations, unbalanced participation among students, and differences in speaking ability. Even so, the TPS strategy was considered effective in creating an interactive and collaborative learning environment that supports students in practicing their speaking skills.

ACKNOWLEDGEMENT

Assalamu'alaikum Wr. Wb.

All praise be to Allah, the Most Gracious and the Most Merciful, for granting me health, strength, and patience to complete this thesis. Peace and blessings be upon the Prophet Muhammad SAW, the last messenger of Allah, who has guided us from darkness into the light of Islam.

This thesis, entitled “Students’ Speaking Skills In Think-Pair-Share: A Case Study In Grade Xi-10 At SMAN 1 Tegaldlimo in the Academic Year 2024/2025.”, is submitted to the English Education Department, Faculty of Tarbiya and Teacher Training, Universitas KH. Mukhtar Syafa’at, as a partial fulfillment of the requirements for obtaining the degree of Sarjana Pendidikan (S.Pd.).

The completion of this thesis would not have been possible without the support, guidance, and encouragement of many people. Therefore, I would like to express my deepest gratitude and appreciation to:

1. Dr. H. Ahmad Munib Syafa’at, Lc. M.E.I. the Rector of Universitas KH. Mukhtar Syafa’at
2. Dr. Siti A’imah, S.Pd.I., M.Si., the Dean of Faculty of Tarbiya and Teacher Training, for her approval and support.
3. Ahmad Faruk, M.Pd., the Head of English Education Department, for his guidance and academic advice.
4. Moh. Mahmud, M.Pd., my thesis advisor, for his valuable feedback, encouragement, and patience during the process of writing this thesis.
5. All lecturers of the English Education Department who have provided me with knowledge and motivation throughout my academic journey.
6. Mrs. Masita, the English teacher of class XI-10 at SMAN 1 Tegaldlimo, for allowing me to conduct the research in her class.
7. The students of class XI-10, SMAN 1 Tegaldlimo, for their participation and cooperation during the research process.

8. My beloved parents, family, and friends who have always supported me morally and spiritually through prayers and motivation.

Finally, I realize that this thesis is far from perfect. Therefore, constructive suggestions and feedback are highly appreciated for the improvement of this work. May this thesis be beneficial for readers and contribute positively to the field of English language teaching.

Wassalamu'alaikum Wr. Wb.

Banyuwangi, 19 May 2025

Adelina Marhaeni

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CHAPTER I

INTRODUCTION

1.1 Research Background

English has become a global lingua franca that enables international communication in education, business, and culture (mansoor wafa, 2023). 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. In many countries, including Indonesia, English is introduced from early ages as part of the formal education curriculum. 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 cannot be ignored as it creates a more informed and connected world while opening opportunities.

In everyday life, speaking is one of the communication tools used every day. Speaking allows people to express their ideas, ambitions, and opinions. Speaking is possible anywhere and at any moment. Writing, reading, speaking, and listening are the four abilities that students studying English need to acquire. It is intended that students can use English properly and correctly. Speaking skills are also highly emphasized so that students master these abilities. Speaking is one of the most important skills to learn while learning English as a second language. This skill is essential because it allows students to communicate effectively in both academic and non-academic settings. However, there are some barriers to improving speaking abilities in Indonesia, such as a dearth of practice chances, students' anxiety or embarrassment, and a failure to employ interactive teaching methods. As a result, many students find it difficult to speak English effectively and confidently.

Beside of that, in speaking skills need some approach to enhance the fluency and confidence of the students, fluency and confidence are critical components in enhancing speaking skills, particularly in the context of learning English as a foreign language. Fluency includes the speed of speech and the ability to connect ideas logically. Fluency in speaking includes speed, coherence, and logical expression of ideas(Winaryo & Gusdian, 2021). On the other side, confidence plays a vital role in enabling learners to participate in speaking activities without fear of making mistakes or being judged by peers. When students feel confident, they are more likely to take a risk in their language use, which ultimately leads to enhance speaking skills. Students' belief in their ability to speak plays a major role in performance and participation(Hasan et al., 2020). In the context of speaking skills, students who believe they can speak well are more likely to engage in speaking practice and interact with others.

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 student can be judged as good at speaking English if the student can speak fluently. Similar incidents, particularly in class XI-10, also occurred in SMAN 1 Tegaldlimo. According to first observations, this class's students often behave passively during speaking classes. Because they fear making errors or getting mocked by their peers, most pupils are less secure speaking English. Additionally, students seldom get the chance to speak up or engage in active interaction because the teaching techniques are still frequently teacher centered. This disorder prevents them from improving their correctness and fluency when speaking. One of the problems that make students passive in speaking is the student hardly comprehend anything unless the speaker is discussing topics they are looking or is speaking a language that is closely connected to one they already know. Students often struggle to understand and respond when topics are unfamiliar or when they lack prior vocabulary support(Hartini & Suri Ardini, 2024). 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(De Jong, 2025). Therefore, students are required to learn to speak English intensively. Obstacles in developing speaking skills are inseparable from various

factors, including less interactive learning methods, minimal opportunities for speaking practice, and low student motivation to participate in speaking activities. In addition, many students are afraid of making mistakes or worry about getting criticism from their friends, which ultimately hinders their self-confidence. In situations like this, speaking skills often do not develop optimally, even though students have been studying English for years. These difficulties can be caused by several factors, such as high anxiety, lack of courage to speak, and lack of teaching approaches that provide space for students to practice speaking actively. This shows the urgent need to implement more innovative and interactive learning methods so that students' speaking skills can develop significantly.

One way to create active classroom learning is for teachers to use the right method in delivering material and approaching students. Students' willingness to learn English is also significantly impacted by the teaching strategies chosen. In the field of education, instructors can employ a variety of techniques to raise the quality of their instruction so that students can comprehend the information they are teaching them clearly and concisely. Teachers can address issues in the classroom by implementing teaching strategies. One promising approach to address this issue is the Think-Pair-Share (TPS) method. Think-Pair-Share is a collaborative learning strategy that engages students in critical thinking, partner discussions, and sharing discussion outcomes with a larger group. This method provides students with the opportunity to think independently before discussing, thereby reducing their anxiety when speaking. The pairing stage helps students build confidence through interaction with peers, while the sharing stage trains their courage to speak in front of a group. In addition, Think-Pair-Share encourages a more interactive and collaborative classroom atmosphere, which is very important in English learning.

Previous studies have shown that the Think-Pair-Share method is effective in improving students' speaking skills, especially in terms of fluency and confidence. However, the implementation of this method is not free from challenges, such as time constraints, difficulty in managing the class, and students' lack of understanding of the steps of the method. Therefore, it is important to not only explore the application of this method but also identify the challenges that arise during the learning process. Research by (Annisa et al., 2023) entitled "The Implementation of Think – Pair – Share Technique to Improve Students' Ability in Speaking English at Tenth Grade of Senior High School 1 Jember". The purpose of

this study is to describe the implementation of the Think-Pair-Share strategy in teaching speaking skills for secondary students. The data analysis method employed in this study has been explained in detail. The findings indicate that the Think-Pair-Share technique was implemented in the learning process by following the steps outlined in the teacher's Lesson Plan (RPP). Students demonstrated a positive response to the use of the Think-Pair-Share approach. This study used qualitative and descriptive methods, which share similarities with this research in terms of data collection techniques, namely observation, interviews, and documentation. However, there are differences in the data analysis stages. The author applied an analysis process involving data reduction, data presentation, and conclusion drawing, whereas this study relied solely on interactive analysis presented in a descriptive format.

Based on the preliminary observations conducted by the researcher at SMAN 1 Tegaldlimo, several issues were identified in the English learning process, particularly in teaching speaking skills. During an interview, the English teacher noted that one of the challenges faced by students is their limited vocabulary, which hinders their ability to speak English effectively. Moreover, many students still lack confidence when attempting to communicate in English. Furthermore, many students continue to struggle with a lack of confidence when speaking English. They often feel anxious when required to speak in front of their classmates, resulting in a passive learning environment with limited outcomes. To overcome these challenges, the English teacher employed creative strategies by implementing the Think-Pair-Share method to enhance students speaking skills. This study, conducted in class XI-10 of SMAN 1 Tegaldlimo, seeks to explore the application of the Think-Pair-Share method in enhancing student's speaking skills. Additionally, this study also focuses on the challenges faced by teachers and students during its implementation. The result of this study is expected to provide new insight into collaboration based-learning strategies, as well as provide practical recommendations for teacher to optimize the Think-Pair-Share method in teaching English. To overcome the challenges faced by students in developing their English-speaking skills, the teacher employed the Think-Pair Share method. This approach is widely used as an effective strategy within the learning process. Cooperative learning procedures about Think-Pair-Share consist of three key stages: thinking, pairing and sharing. This method enables students to articulate their ideas through presentations, followed by peer feedback on their work. By engaging in

pair-based interactions, the method fosters active participation and enhances students' ability to communicate effectively.

Speaking is an essential skill in learning English as a foreign language. However, many Indonesian students face difficulties in developing their speaking proficiency due to factors such as lack of confidence, fear of making mistakes, and insufficient speaking practice. In class XI-10 at SMAN 1 Tegaldlimo, students tend to be passive during speaking activities, which hinders their ability to express ideas fluently and confidently. To address this issue, various teaching strategies can be applied, including cooperative learning methods such as Think Pair Share (TPS). TPS provides structured interaction, allowing students to think individually, discuss in pairs and share their idea with the class. This method can create a more engaging and interactive learning environment. Despite its potential benefits, the implementation of TPS also poses several challenges. Teachers may face difficulties in managing time, ensuring equal participation and maintaining students' motivation. Similarly, students may struggle with understanding the TPS steps, collaborating effectively, or overcoming their hesitation to speak. Therefore, this study aims to investigate how TPS is implemented in teaching speaking skills and identify the challenges encountered in the process.

1.2 Research Problem

Based on the previously background, the research problem can be formulated as follows:

1. How does the teacher implement the Think-Pair-Share strategy in teaching speaking skills to Grade XI-10 students at SMAN 1 Tegaldlimo?
2. What challenges are faced in implementing the Think-Pair-Share strategy in teaching speaking skills at SMAN 1 Tegaldlimo?

1.3 Research Objectives

Based on the research question, the research objective can be formulated as follows:

1. To analyze the teacher implementation of the Think-Pair-Share strategy in teaching speaking skills to grade XI 10 at SMAN 1 Tegaldlimo
2. To identify the challenges faced in implementing the Think-Pair-Share strategy in teaching speaking skills at SMAN 1 Tegaldlimo?

1.4 Research Significances

This research holds significant value both theoretically and practically, as it contributes to the development of English language teaching methodologies, particularly in the context of enhancing speaking skills among students in Indonesian high schools. The significance can be divided into two main aspects:

1.4.1 Theoretical Benefit

Contribution to EFL Teaching Literature: This research contributes to the growing body of literature on English as a Foreign Language (EFL) teaching, particularly focusing on interactive and student-centered learning methods. By investigating the application of the Think-Pair-Share method in improving speaking skills, the study offers new insights into how collaborative learning strategies can enhance student participation and fluency. Additionally, this research will expand on previous studies that have explored the effectiveness of Think-Pair-Share in language learning, especially in terms of improving students' confidence and speaking fluency in a non-native language environment.

This research also deepens our understanding of how collaborative learning activities, such as *Think-Pair-Share*, can help overcome common barriers to speaking in English, such as anxiety and lack of confidence. By focusing on a specific classroom setting (XI-10 at SMAN 1 Tegaldlimo), this study offers valuable data that can be used to examine the broader applicability of *Think-Pair-Share* in similar EFL classrooms in Indonesia and other countries with similar educational contexts.

1.4.2 Practical Benefit

This study provides significant practical benefits for various stakeholders involved in teaching English as a foreign Language (EFL). For teachers, it offers a detailed guide on how the Think-Pair-Share strategy can be effectively implemented to enhance students' speaking skills. Teachers can use the findings to design more interactive and responsive learning activities that address common challenges, such as speaking anxiety and lack of confidence. Additionally, the study provides insights into how TPS can be tailored to specific classroom dynamics to enhance student participation and speaking fluency.

For students, this research creates opportunities to develop their speaking skills progressively through a collaborative and student-centered approach. By engaging in the stages of individual thinking, paired discussions, and sharing in front of the class, students can build confidence in speaking within a supportive learning environment. This strategy not only enhances their speaking skills but also helps them overcome speaking anxiety and forest a more positive learning experience.

The results provide useful suggestions for educational institutions looking to include collaborative learning strategies, like TPS, into their English language curricula. This strategy enables educational institutions to establish a more dynamic classroom that enhances students' academic performance while also giving them practical communication skills for everyday situations. Curriculum designers can also use the findings as a guide for creating curricula that priorities interactive learning and the growth of speaking abilities as a crucial component of language proficiency.

1.5 Definition of Term

1.5.1 Speaking Skills

Speaking skills refer to the ability to express ideas clearly and coherently in spoken form, particularly in English as a foreign language. These skills involve *fluency* (the ability to speak smoothly and continuously) and *confidence* (the ability to speak without fear of making mistakes). In this study, the enhancement of speaking skills focuses on improving fluency and confidence, enabling students to actively engage in communication in both formal and informal contexts. This is especially important in an EFL setting where speaking practice opportunities are often limited.

1.5.2 Think-Pair-Share (TPS)

Think-Pair-Share is a cooperative learning strategy that involves three steps to promote active participation and collaborative learning: (1) Think: Students are given time to think individually about a question or issue posed by the teacher. (2) Pair: They then pair up with a classmate to discuss their thoughts and ideas. (3) Share: Finally, each pair shares their

discussion with the larger group or class. The method aims to foster deeper understanding through collaboration and ensures that all students are engaged in the learning process. In this study, TPS is used to enhance students' speaking skills by encouraging them to express their thoughts in a supportive, low-pressure environment. However, its implementation can face challenges, such as varying levels of student participation, lack of confidence, and time constraints during lessons.

1.5.3 English Language Teaching

English Language Teaching (ELT) is the practice of teaching English to learners whose first language is not English, particularly in contexts where English is taught as a foreign language (EFL). ELT aims to develop learners' abilities in listening, speaking, reading, and writing, while also fostering communicative competence and cultural understanding. According to (Ding, 2021), ELT in the EFL context requires strategies that are not only focused on language input but also on creating meaningful interaction and communication in the classroom.

In this study, English Language Teaching refers to the process of teaching speaking skills to students of class XI-10 at SMAN 1 Tegaldimo through the use of the Think-Pair-Share (TPS) strategy. As stated by (Febianti & Wahyuni, 2022), effective ELT must encourage student-centered learning and provide opportunities for learners to actively use the language. The TPS strategy supports this goal by allowing students to think independently, collaborate in pairs, and share their ideas in front of the class, thus reducing anxiety and building confidence. Therefore, ELT in this research is not limited to the transmission of linguistic knowledge but also involves the application of interactive and collaborative teaching methods that help learners improve their speaking proficiency in a supportive environment.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Review

2.1.1 Speaking

a. Definition of Speaking

Speaking is one of the fundamental skills in English language learning, especially in the EFL (English as a Foreign Language) context, where opportunities for authentic communication are often limited. It is a productive skill that enables learners to express their thoughts, feelings, and ideas orally in a meaningful and understandable way. According to (Riski, 2023) speaking in the EFL context is not only about producing grammatically correct sentences but also about conveying messages clearly and interacting naturally with others. This definition emphasizes that effective speaking involves both linguistic competence and communicative competence. In the classroom, speaking is also closely tied to learners' confidence and active participation. Therefore, teaching strategies should focus on creating opportunities for students to use the language actively, reduce anxiety, and engage in meaningful interaction.

b. Types of Speaking

In designing speaking activities for foreign language teaching, it is necessary to recognize the different functions of speaking performed in daily communication and the different purposes for which the students need speaking skill. According to L.G Alexander (2007:78), there are five categories of speaking, namely imitative, intensive, responsive, interactive and extensive.

1) Imitative

This type refers to the ability to imitate words, phrases, or sentences. In this context, students are trained to repeat the sounds or phrases they hear. This is the most basic level of oral production, where students focus on correct pronunciation and intonation. For example, in learning activities, teachers can ask students to imitate the

pronunciation of new words after hearing them from audio or from the teacher.

2) Intensive

This type involves the production of oral language in shorter forms, such as pronunciation and the use of certain grammatical structures. Speaking activities at this level are designed to demonstrate competence in certain aspects of the language, such as vocabulary and grammar. An example is when students are asked to make sentences using new vocabulary or answer short questions with the correct sentence structure.

3) Responsive

In this type, students engage in more limited interactions, such as short conversations and standard greetings. Responsive tasks include interactions that involve understanding and responding to simple questions or statements. For example, students can role-play in which they ask each other about hobbies or daily activities using simple greetings and responses.

4) Interactive

This type involves more complex interactions where there is an exchange of information between several participants. It includes longer and more in-depth dialogues, allowing students to practice speaking in a social context with a variety of participants. An example of this type is a group discussion where students discuss a particular topic and ask each other questions.

5) Extensive

This includes longer speaking activities such as speeches, oral presentations, or storytelling. In this type, the opportunity for oral interaction from the audience is very limited or even nonexistent. For example, students may be asked to give a presentation on a topic in front of the class without interruption from the audience during the presentation.

Speaking types according to L.G. Alexander provide a clear framework for understanding various aspects of speaking skills in English language learning. By understanding these types, teachers can design more effective learning activities to enhance students' speaking skills in grade XI-10 at SMAN 1 Tegaldlimo.

c. Component of Speaking

Students need to learn a variety of aspects in the speaking component. This aims to ensure that students can communicate effectively so that the other person they are speaking to may understand the topic issue of their conversation. These components consist of:

1) Vocabulary

In conducting conversations in English, the most crucial thing is one's skill to master vocabulary. If the students have a large vocabulary, then they can conduct the conversations or speak English easily. Teaching vocabulary is crucial in the process of learning a language since it helps students become proficient in all language skills, including speaking, listening, reading, and writing. A student's ability to practice and express oneself improves with their vocabulary. The idea that students can communicate a variety of ideas, emotions, and feelings in English is reinforced by their vocabulary, which also assists them in communicating in everyday contexts.(Tawali, 2018) Since vocabulary is seen as the key element that connects all language abilities, having a large enough vocabulary encourages effective communication.

Finocchiaro claims in Tawali that there are two types into which students' vocabulary may be divided:

a) Active Vocabulary

Active vocabulary refers to the set of words that learners can understand and use effectively in productive language skills, such as speaking and writing. These words are readily available for use during communication and are often deeply embedded in the learner's language competence. Developing active vocabulary requires frequent practice and meaningful usage.

Example: A student may actively use words like *introduce*, *analyze*, and *describe* when writing essays or participating in classroom discussions.

b) Passive Vocabulary

Passive vocabulary includes words that learners can recognize and understand in receptive language skills, such as listening and

reading, but may not use in their own speech or writing. These words are part of the learner's comprehension skills and are typically less practiced or understood only in specific contexts. Over time, with increased exposure and practice, some passive vocabulary may transition into active vocabulary.

Example: A student might recognize and understand words like *antiquated*, *exemplify*, or *fluctuation* when reading a text, but they might not use these words in daily conversations or writing due to unfamiliarity or lack of confidence.

c) Grammar

Speaking in English is difficult; one must be proficient in grammar for the other person to understand what is being conveyed. Grammar is a system of structured language. Morphology and syntax are two components of grammar, which is a set of rules that apply and organize meaning in language. Morphology is concerned with the shape or nature of words, while syntax is concerned with the arrangement or sequencing of words in sentences. (Eunson, 2020) Grammar is a set of rules that govern how words are put together in sentences. Correct use of grammar helps a speaker convey a message clearly and effectively. For example, choosing the right tense in a sentence is crucial to indicate when an event occurred. Without a good understanding of grammar, the message being conveyed can be unclear or even wrong.

d) Pronunciation

The way words are spoken is called pronunciation. Examples of pronunciation include the way a word is said, especially one that is well-known or understood by most people, and a visual representation of a word's pronunciation using a phonetic symbol. According to Cook in Abbas described pronunciation as the act of making English sounds. It is crucial to repeat sounds and correct mispronounced ones to learn how to pronounce them correctly. who found that regular pronunciation practice contributes to improving EFL students' speech intelligibility(Irawan, 2023). According to Ikhsan in (Uswatun, 2020), when people convers with one another, pronunciation is often the first thing they notice since it gives an excellent impression of the speaker's language proficiency. Clear and accurate pronunciation of words enhances the audience's ability to grasp the intended meaning of the discussion.

d. Teaching Speaking

1) Definition of Teaching Speaking

Teaching is the process of importing knowledge and ensuring that students understand it. Teachers assist students in learning new topics in the classroom. As the need for fluency in English increase, many language schools are putting more of an emphasis on teaching speaking. (Setyaningsih & Wahidiyati, 2022) A teacher needs to be able to teach speaking. To teach speaking holistically thoroughly, teachers must comprehend what speaking competency is and how its many components connect to one another. Because speaking is a crucial component of communication, teachers play a critical role in helping students develop effective speaking skills. According to Arbabio in Fahmi Farizi and Sakhi Herwiana defines teaching as the process by which a teacher assists a student or group of students in achieving a greater degree of understanding or proficiency (Farizi & Herwiana, 2022).

2) Principles of Teaching Speaking

(Ardiansyah, 2020) emphasizes several crucial principles in teaching speaking to help students effectively develop their speaking skills. First, there must be a balance between fluency and accuracy. Fluency emphasizes students' ability to speak smoothly and spontaneously without worrying too much about grammar or pronunciation, focusing on effective message delivery. Meanwhile, accuracy ensures the correct use of grammar, vocabulary and pronunciation to make communication clear and understandable. Teachers can start with activities that focus on fluency, such as free discussions, and then proceed to structured tasks that improve accuracy, such as repetition or error correction.

Another crucial principle is providing opportunities for interaction. Speaking is inherently interactive, and students need regular chances to communicate with peers and teachers. Activities like group discussion, role-playing, debates, or simulations allow students to practice and refine their skills in real-time. Interaction helps students enhance their listening and responding abilities while adapting their speaking styles to various context and needs. In addition, Nunan stresses the importance of encouraging real-life communication. Students should engage in activities that reflect real-world situation, such as asking for directions, ordering food, or expressing opinions.

These tasks are relevant and meaningful, boosting students' confidence and preparing them for authentic communication outside the classroom.

Creating a comfortable learning environment is also vital. Many students experience anxiety when speaking, fearing mistakes or judgment. Teachers should foster a supportive and relaxed atmosphere by praising students' efforts, using humor, and providing tasks that match their abilities. When students feel at ease, they are more likely to participate actively and accept constructive feedback without hesitation. Finally, speaking should be integrated with another language skills like listening, reading, and writing. For example, students might listen to conversations, read materials for discussion, write outlines before presenting ideas orally. The integration mirrors real-life language use and helps students understand how different skills complement one another.

3) Strategy of Teaching Speaking

a) Show and Tell

Every age group and all but the most elementary levels benefit from this approach, which asks students to discuss about and respond to question on an object or picture that has particular importance for them. Show and tell may be included into the curriculum on a regular basis so that students take turns and know when their tasks are due.

b) Presentation

This strategy is effective for developing both formal and casual speaking skills. Students prepare materials, then display them in front of the class. It's to enhance the formal speaking skills, develop the ability to express opinions and practice more complex sentence structures.

c) Drama

One approach for teaching speech is drama. Students' language abilities can be enhanced by applying this strategy, which allows them to use creative words.

d) Question and Answer

Because Question and Answer sessions are more relevant to language use in everyday situations, students usually find them to be significantly more interesting than drills or grammar exercise. It is recommended that the teacher facilitate spontaneous, reactive, and participatory question and answer during the question-and-answer

period. This strategy is effective for developing spontaneous speaking and critical thinking skills. Students answer questions from teachers or other students.

e) The Goal of Teaching Speaking

The primary objective of teaching speaking skills is to prevent and address communication misunderstandings arising from grammatical, vocabulary or pronunciation errors. Effective communication is the goal, as emphasized (Farizi & Herwiana, 2022) where students should communicate clearly and concisely, avoiding errors that may confuse the message. According to Cahyani, teaching speaking aims to equip students with articulating thoughts and refining communication skills in everyday situations, considering social and cultural norms governing each interaction.

2.1.2 Think-Pair-Share

a. Definition of Think-Pair-Share

To help students grow, the teaching approach aims to achieve learning goals and provide a fun learning environment. By choosing the best learning approach, it may also be used to assess how accurate learning outcomes are. One technique for teaching speaking is Think-Pair-Share. It's part of cooperative learning, using the Think-Pair-Share technique, the students have the opportunity to work through the challenge in pairs or small groups. It will help students to enhance their speaking skills. In basically, Think-Pair-Share has been widely used in the word of education. Math, social science, and English teaching are just a few of the areas that use the Think-Pair-Share. Lyman claims that the Think-Pair-Share was first proposed as a cooperative learning strategy in Yunita. In reality, it's a three-step process where students are instructed to think about a specific issue or topic for a certain period of time before organizing their thoughts and developing answer. After that, students go to the next stage, where they collaborate in pairs to respond to their answer. (Aeni, 2020) Other opinions were also confirmed by Bamiro who stated that, the Think-Pair-Share method consist of three primary parts: time to think, time to share with partners, and time to share among partners in a wider group. Tis Think-Pair-Share is seen to be a learning paradigm that can boost student participation in conversations, even private individuals(Wijaya et al., 2021).

The principles of the Think-Pair-Share, cooperative learning method are articulated by various educational theorists and

practitioners who emphasize its effectiveness in enhancing student engagement and collaboration. The method is characterized by four fundamental principles: (Goal-oriented) meaning that it focuses on achieving specific learning objectives. (Activity-based), which emphasizes hands-on participation and interaction among students. (Individuality), allowing each student to express their unique thoughts before collaborating with peers. (Integrity), fostering a respectful and supportive learning environment where all contribution is valued. Cooperative learning, which encompasses the Think-Pair-Share methodology is fundamentally about forming small group where students can educate one another towards achieving common goals. This approach enables more capable students to mentor their peers without feeling superior, while less confident students benefit from the support and encouragement of their classmates. As a result, students who were previously passive participants are motivated to engage actively in discussions, thereby enhancing their speaking skills through collaborative practice. The Think-Pair-Share method not only facilitates effective communication but also creates a classroom atmosphere that keep the confidence and reduces anxiety associated with speaking. By implementing this strategy, teachers can significantly enhance the quality of language instruction and promote a more interactive learning experience for the students.

b. The Purpose of Think-Pair-Share

The Think-Pair-Share method serves multiple purposes in educational settings, particularly in enhancing students' speaking skills. This cooperative learning strategy is designed to promote active engagement and collaborative learning among students. One of the primary purposes of Think-Pair-Share (TPS) is to encourage critical thinking. By allowing students time to think individually about a question or topic, they can formulate their ideas and opinions before discussing them with a partner. This phase helps students organize their thoughts and reduces anxiety when it comes time to speak. Another significant purpose is to facilitate peer interaction. During the "pair" phase, students engage in discussion with their classmates, which fosters a supportive environment where they can share their ideas openly. This interaction not only enhances their speaking skills but also build confidence as they receive immediate feedback from peers. Additionally, the "share" phase of TPS allows students to present their ideas to a larger group, promoting public speaking skills and encouraging participation from all students. This step is crucial for

developing fluency and articulation in speaking, as it provides an opportunity for students to practice speaking in front of an audience in a low-pressure setting. Furthermore, TPS aims to create a more inclusive classroom atmosphere where every student has the chance to contribute. By structuring activities that require collaboration and communication, TPS helps address common barriers to effective speaking, such as shyness or fear of making mistakes. Overall, the Think-Pair-Share method not only enhances speaking proficiency but also cultivates a collaborative learning environment that encourages student engagement and participation. Through its structured approach, TPS effectively address the challenges faced by students in developing their speaking skills while fostering a sense of community within the classroom.

c. The Step of Think-Pair-Share

The Think-Pair-Share (TPS) method is a collaborative learning strategy that consists of three key steps designed to enhance student engagement and participation in the learning process. The steps are as follows:

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 stage.

2) Pair-Partners

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 task 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 stage.

3) Share-Collaborators

Each pair of students is asked to present their answers to the class as a whole by the teacher. At this point, there will be an extended discussion in which each student partner will begin a class discussion to identify any similarities or differences in their responses or ideas.

According to Kagan, as cited in (Tuanany, 2021), the Think-Pair-Share (TPS) cooperative learning method consists of several essential steps that facilitate effective student engagement and collaboration. The process begins with the Think phase, where students

are given time to reflect individually on a specific question or topic posed by the teacher. This step encourages independent thought and allows students to formulate their ideas without the pressure of immediate discussion. Next, in the Pair phase, students pair up with a classmate to share and discuss their thoughts. This collaborative interaction fosters communication skills and helps students clarify their ideas through dialogue with peers. It also creates a supportive environment that can reduce anxiety associated with speaking in front of a larger group. Finally, the Share phase involves each pair presenting their discussion to the entire class. This step not only promotes public speaking skills but also encourages active participation from all students, as they contribute to the collective learning experience. The TPS method is rooted in cooperative learning principles, emphasizing collaboration among students to achieve shared learning goals. By implementing this strategy, teachers can create a more interactive and engaging classroom atmosphere that enhances students' speaking abilities while addressing common challenges such as anxiety and lack of confidence.

The cooperative learning model opens up opportunities for efforts to achieve, the aim is to enhance students' social skills. In their group work not only as a group of individuals but as a team that works. A group member depends on the members of other groups. A person who has a certain advantage will divide superiority over others. In addition, cooperative learning at the same time, you can train attitudes and social skills as a provision for life in society. Meanwhile, the specific aim is the cooperative learning model Think-Pair-Share type can give students lots of time to think, respond, and help each other. In group they work not only as a collection of individuals but as a strong working team. A group member depends on other group members. A person who has a certain advantage will share his advantage with others. Apart from that, cooperative learning can also train attitudes and social skills as provisions for life in society.

2.1.3 The Challenges of Think-Pair-Share method

The Think-Pair-Share (TPS) method is a widely recognized cooperative learning strategy that promotes active engagement and collaboration among students. However, its application in the field often faces various challenges that need to be identified and overcome so that learning objectives can be achieved effectively.

a. Time constraints

One of the biggest challenges in implementing TPS is time constraints. Each stage of TPS individual thinking, partner discussion, and sharing, need sufficient time for students to fully engage in the learning process. However, in classrooms with limited class time, teachers often struggle to provide enough time for each stage. The impact, if the time for thinking is too short, students may not have enough time to process information and come up with a well-thought-out answer. If the time for partner discussion is too long, the discussion may drift off topic. (Tuanany, 2021) Finally, if the time for sharing is limited, not all students are able to share their ideas with the group. It's made the students can't study the material thoroughly.

b. Students Participation in Group

Students' participation in groups is also often uneven. In the pair stage, there are students who tend to be passive and don't contribute actively, while other students may be too dominant in discussion. (Rivai & Mohamad, 2021) This inactivity can cause some ideas and thoughts to go unexpressed, thus reducing the effectiveness of learning. Research shows that dependence on partners can prevent individual student development (Yohana Butar-Butar & Datu Appulembang, 2023).

c. Limited Opportunities for Practice

The study highlights that students often lack sufficient opportunities to practice speaking in a supportive environment. Traditional teaching methods may not provide the interactive experiences necessary for developing speaking skills, leading to a passive learning atmosphere where students don't actively engage in discussion.

d. Students Character Incompatibility in Groups

Proper group formation is essential for the success of the TPS method. If the characteristics of students in a group are too homogeneous or if there are students who don't have partners because the number of students is odd, the expected interaction will not occur. (Zanna, 2022) This can result in discussions becoming monotonous and less productive, so that learning becomes less effective.

e. Classroom Management

Classroom management during the implementation of TPS is also a challenge. Teachers need to create a comfortable classroom atmosphere for discussion, and ensure that open materials are in

accordance with students' abilities and interest. (Dkk, 2024) Otherwise, the teaching and learning process can be disrupted, and learning outcomes will be less than satisfactory. In addition, teachers must be able to monitor many groups at once, which can be an additional burden. (Zanna, 2022).

f. Lack of Understanding of the Method

If students are unfamiliar with the TPS process or don't fully understand how to engage effectively in each phase, they may struggle with participation. This lack of clarity can create confusion and frustration during activity, ultimately undermining the intended benefits of the TPS approach.

g. Variability in Students Proficiency Levels

In diverse classroom, students often possess varying levels of language proficiency. This disparity can create challenges during pair discussion, as more proficient students may inadvertently dominate conversations while less confident peers struggle to contribute meaningfully.

While the Think-Pair-Share method offers a promising approach to enhancing students' speaking skills through collaborative learning, addressing these challenges is crucial for its successful implementation. Teachers must be prepared to create a supportive environment that reduce anxiety, manages time effectively, and fosters active participation among all students to maximize the benefits of this interactive learning technique.

2.2 Previous Studies

Based on a variety of sources, including journals and other studies on the topic of this study. The findings of a comparison of previous studies are as follows.

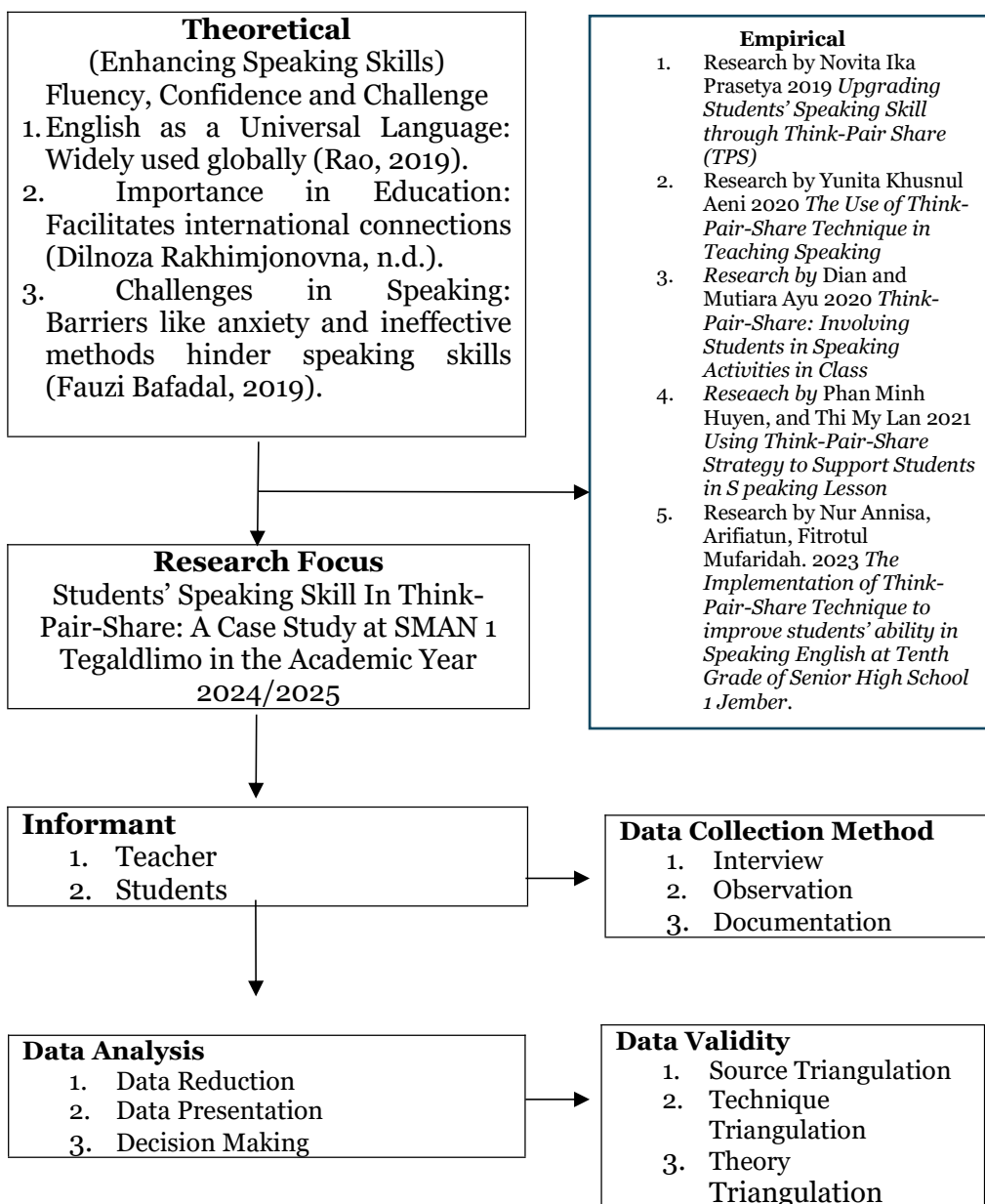
N O	Name, Year, Title of Resear ch	Article link OJS, Journal Name/ Thesis/Dissertat ion, Name PT	Researc h Objecti ve	Res ear ch Met hod	Results/ Conclusi ons	Similari ty	Differenc es
1	Novita Ika Praset ya 2019 <i>Upgrading Students' Speaking Skill through Think- Pair- Share (TPS)</i>	https://sg.docworkspace.com/download/sIBrE5fKEAuOZqrsG Proceeding of 1st Conference of English and Literature (CELL)	to discuss theories and studies on the use of Think- Pair- Share in learnin g speakin g skill.	Its use qua lita tive met hod s.	Studies show that TPS improves students speaking performa nce, making it an effective strategy for teaching speaking skills.	The similari ty lies in the use of researc h method s, its use qualitati ve method s.	The differenc e between this research is that it focuses on improvin g 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.
2	Yunita Khusn ul Aeni 2020 <i>The Use of Think- Pair- Share Techni que in Teachi ng Speaki ng</i>	https://sg.docworkspace.com/download/sIHvE5fKEAoyCqrsG PROJECT (Professional Journal of English Education)	to explain how the Think- Pair- Share method is used to teach speakin g to eighth graders at a Bandun g junior high	The res ear ch was con duc ted usi ng qua lita tive res ear ch met	The result of the data analysis indicated that the students' experien ce after they were taught by using Think Pair Share has shown	The Think- Pair- Share strategy , which is used in this study to improve student s' speakin g skills	he lack of a question naire by author differenti ates this study from the authors own research.

			school.	hod	their excitement towards the teaching process as described .		
3	Dian and Mutiar a Ayu 2020 <i>Think-Pair-Share: Involving Students in Speaking Activities in Class</i>	http://jim.teknokrat.ac.id/index.php/english-language-teaching/index Journal of English Language Teaching and Learning (JELTL)	to describe the implementation of the Think-Pair-Share strategy in teaching speaking skills to high school students.	A qualitative method	precipitation for the implementation of the Think-Pair-Share technique both from students is quite good. Students stated that they can overcome the constraints in the learning process of speaking activity through Think Pair-Share.	there are similarities in data collection, by conducting observations, interviews, and documentation.	The differences between this study and the research conducted by the author are that the data analysis conducted by the author includes reduced data, displayed data and conclusions
4	Phan Minh Huyen , and Thi My Lan 2021 <i>Using Think-Pair-Share Strategy to Support Students in Speaking</i>	https://sg.docworkspace.com/d/sIArE5fKEA06NqrsG Journal of English Language Teaching and Applied Linguistics	to assess the implementation of Think-Pair-Share strategy in the classroom to foster students' speaking skills and	The research was conducted using qualitative research method	the researcher attempted to provide some modifications in applying the Think-Pair-Share technique so that it can be effectively	The similarity lies in the use of research method, both of it use qualitative methods	The difference in this research lies in the data collection, where this research uses observation, focus group discussion and interview . While the

	Lesson		involvement in speaking activities.		exploited to give support to language learners in their speaking skills		author uses observation, interviews and documentation.
5	Nur Annisa 1 , Arifiatun2 , Fitrotul Mufaridah3 2023 <i>The Implementation of Think-Pair-Share Technique to improve students' ability in Speaking English at Tenth Grade of Senior High School 1 Jember.</i>	https://doi.org/10.47134/jpbi.v1i2.53 JPBI: Jurnal Pendidikan Bahasa Inggris Vol: 1, No 2, 2024	to find out the improvement of students' speaking skill through the implementation of Think – Pair – Share Technique	he data were gathered through quantitative and qualitative data.	The result of the research showed that there was an increasing of students' speaking skill. It can be proven by the enhancement of students' fluency, pronunciation and courage in speaking. Based on that data, the think – pair – share technique was successfully way to improve students' ability in speaking.	The similarity of this research with the authors research is the result to improve the speaking skills students using the collaborative learning Think-Pair-Share strategy	the differences of this research is the collecting data, the authors use qualitative data then this research use quantitative and qualitative data.

2.3 Research Thought Flow

Students' Speaking Skills In Think-Pair-Share: A Case Study At SMAN 1 Tegaldlimo In The Academic Year 2024/2025



CHAPTER III

RESEARCH METHOD

3.1 Research Design

This study uses a qualitative research approach. Which is presented in a case study format. In the field of research, many methods can be used to collect data, and explore the implementation of Think Pair Share strategy in teaching speaking skills. A case study allows for an in-depth examination of a specific group (Grade IX 10 students and their English teacher) within its real life context. Data collection methods include observation, interviews and documentation analysis to provide a comprehensive understanding of TPS implementation and its challenges. The main purpose of qualitative research is to explore and answer questions about “how” and “why” a particular program or phenomenon works, making it invaluable for understanding complex contextual realities. To achieve this, qualitative research usually uses unstructured data collection methods, which allow for a more open exploration of the subject. (Murdiyanto et al., 2020)

Bogdan and Taylor, as cited in the work of (Murdiyanto et al., 2020), describe qualitative research as a methodological procedure designed to produce descriptive data. This data primarily consists of written or oral records and observations derived from the behavior of the individuals being studied. The emphasis is on capturing rich and detailed descriptions of human experience and action in the natural environment. Likewise, (Perry, 2023) highlights that qualitative research functions as a social inquiry that aims to understand how individuals perceive, interpret, and understand their life experience. This approach seeks to understand the unique social realities of individuals by investigating their subjective perspectives and contextual environments. To collect, analyze and interpret data, qualitative research uses a variety of flexible tools and techniques. These include open-ended questionnaires that encourage in-depth responses, journals and diaries that document personal reflections, in-depth activities to gain a closer understanding of the research

context, and interviews that allow for direct exploration of participants' thoughts and emotions.

3.2 Location and Time of Research

This research will be conducted at SMAN 1 Tegaldlimo, located in Tegaldlimo district, Banyuwangi Regency, East Java. The selection of this location is based on the consideration that the school has good teaching quality and provides an opportunity to implement the Think-Pair-Share method to enhance students' speaking skills.

As for the time for implementing the research activities at SMAN 1 Tegaldlimo, Banyuwangi Regency is in the 2024/2025 academic year.

3.3 Research Subject

The subject of this research are the students of class XI-10 at SMAN 1 Tegaldlimo for the 2024/2025 academic year. This class was selected because its characteristics are relevant to the purpose of the research, which is to enhance students' speaking skills. The class consist of approximately 35 students, with 12 male and 23 female students. In addition, the research will also involve one English teacher who teaches in class XI-10 as an additional subject, as this teacher will be part of the implementation process of the Think-Pair-Share method and provide insights into the challenges faced in its application.

3.4 Informant

Informants in qualitative research are individuals or groups who provide data and information to researchers. They are the primary data sources will be used to analyze and understand the phenomena being studied. In the context of qualitative research according to Sugiono, qualitative research informants can come from various backgrounds, such as individuals, groups, organizations, institutions, or certain communities. Through interactions and interviews will be conduct with informants, the researchers can obtain rich and in-depth data regarding the informants' perspectives on the phenomena being studied.

3.4.1 Students

The primary informants in this research are the students of class XI-10 at SMAN 1 Tegaldlimo who are directly involved in the implementation of the Think-Pair-Share method. They will provide information about their experiences and perceptions of using this

method to enhance speaking skills. The selection of these students is based on their participation in the class being the focus of the research, with approximately 35 students (12 male and 23 female).

3.4.2 English Teacher

An additional informant is the English teacher who teaches class XI-10. This teacher will provide information regarding the implementation of the Think-Pair-Share method in the classroom, as well as the challenges faced during its application. Information from the teacher will provide important perspectives on the effectiveness and difficulties of applying this method in the context of learning at SMAN 1 Tegaldlimo.

3.5 Data and Data Sources

The data and data sources will be used in writing this research are primary and secondary data.

3.5.1 Primary data

The data will obtain directly from the research object (without intermediaries) using measuring instruments or direct collection tools, this primary data can be in the form of observations and interviews conducted by researchers to obtain the required research data.

3.5.2 Secondary Data

Is a source of research data that is not collected directly by researchers but through intermediary tools or media. Secondary data is generally in the form of historical documents, written records or documentation that is neatly arranged in archives, both in the form of published and unpublished data.

3.6 Data Collection Procedures

In this study, data will be collected using three main techniques: interviews, observations, and documentation. Each of these techniques plays an important role in obtaining the necessary data to answer the research problem.

3.6.1 Interview

Interviews are a data collection technique in which the researcher directly asks informants for information about their experiences, opinions, and perceptions regarding the implementation of Think-Pair-Share strategy in teaching. The interview will be used

in this study is a semi-structured interview, where the researcher has prepared several main questions, but informants are given the freedom to elaborate or answer in their own way. This type of interview allows the researcher to explore the topic in more depth.

Interviews will be conducted with students and teachers after several sessions of teaching using Think-Pair-Share strategy. The researcher will ask questions related to their speaking skills, and the challenges they faced. These interviews will be recorded with the informants' permission to facilitate data analysis.

3.6.2 Observation

Observation is a data collection technique in which the researcher observes and records observable behavior in a particular setting, with the aim of understanding the subject's experience in that situation. Spradley emphasize the importance of in-depth observation of the social situation or behavior that occurs. (Tannenbaum & Spradley, 1980)

The observation will be used in this study is participatory observation, where the researcher is indirectly involved in the learning process by observing without influencing the course of the activities. The researcher will note how teachers and students interact during the Think-Pair-Share session, how students work in pairs, and how effective the strategy in enhancing students' speaking skills. Observation will be conducted during several learning session that implement the Think-Pair-Share strategy. The researcher will observe how the learning process unfolds, how students engage in speaking activities, and how interactions between students and teachers develop. The result of the observation will be recorded in detailed field notes for further analysis.

3.6.3 Documentation

According to (Kemal Khalfani, 2023), "documentation is a record of past events". Documentation takes many forms, it can be in the form of writing, pictures, or someone's work (Kemal Khalfani, 2023).

The documents to be analyzed include the lesson plan (RPP) used by teacher in implementing the Think-Pair-Share strategy, as well as the teaching materials prepared to support speaking learning. Additionally, documentation related to the class schedule and teacher notes regarding the implementation of this strategy will also be analyzed. The researcher will collect documents related to the

implementation of learning in class XI-10. The lesson plans used will be analyzed to see how the Think-Pair-Share strategy is designed and applied in learning activities. The researcher will also examine the teaching materials to ensure they align with the learning objectives and support the implementation of the strategy. This documentation technique helps the researcher to gain a deeper understanding of the learning context and obtain more valid data regarding how the Think-Pair-Share strategy is applied in the classroom.

3.7 Data Validity

The method used to verify the validity of data in this study is observation and triangulation. Careful observation is a widely used data collection technique in research. In this qualitative study, observation is the most essential method and plays a critical role. Through observation, the researcher can understand the condition of the subjects, examine and explain the circumstances, and transform them into research data. In the context of testing data validity, careful observation involves seeking consistent interpretations through different method, combined with an ongoing analytical process. This study emphasize that researchers should focus on observing all events that occur in the field. To ensure data validity, this research employs triangulation models. The researcher collects data while simultaneously checking its accuracy.

According to Sugiono (Murdiyanto eko, 2020), triangulation is a qualitative cross-validation technique. In testing reliability, triangulation involves validating data from different sources using different methods. Therefore, Moleong (Murdiyanto eko, 2020) divides data validity checking techniques into several categories:

3.7.1 Source Triangulation

This technique involves comparing data that will be obtained from various sources to ensure its accuracy.

3.7.2 Technique triangulation

This technique involves comparing data that will be obtained using different methods in the study, such as interviews, observations, and documentation.

3.7.3 Theory Triangulation

This technique involves comparing various theories that are directly related to the research data.

Based on the explanations above, at least three triangulation techniques can be employed by researchers. These include asking varied questions, cross-checking questions with different methods to verify reliability. This approach demonstrates that researchers need to be creative and meticulous when comparing theories with the practical issues encountered. In this study, the researchers will compare relevant theories with the challenges observed in class XI-10 at SMAN 1 Tegaldlimo, systematically organizing the collected data for use in the research proposal.

3.8 Data Analysis

This research applies an interactive analysis of three stages in data analysis, including: data pruning, data presentation, and decision making. Afifudin describes data analysis as the process of organizing and arranging collected data, which may involve field notes, observations, visual documentation, documents, and other relevant literature.

3.8.1 Data reduction

Data reduction in this context emphasizes identifying significant aspects for analysis, while removing irrelevant elements. The process of data shrinkage is done before, during, and after data collection.

3.8.2 Data presentation

Presentation of data in formats such as graphs, tables, bar charts, and the like aims to facilitate understanding of the research results. As stated by Nasution in his work on qualitative research methods, data presentation aims to present data with optimal clarity. This form of data presentation can be in the form of tables with an organized structure, graphs, diagrams, and other visual formats.

3.8.3 Decision making

Decision making according to Miles and Huberman in Nasution (2023: 131) reveals that the initial conclusions presented are provisional and are willing to change if there is strong evidence to support them at the next data collection stage. However, if valid and consistent evidence is found when researchers return to the field to collect additional data, the resulting conclusions will become more credible.

The method that will be used by researcher in data analysis is the qualitative case study method. A qualitative case study is a

research approach that allows an in depth exploration of a specific phenomenon within its real life context. In this study, the case study method will be employed to examine the implementation of the Think Pair Share in teaching speaking skills at SMAN 1 Tegaldlimo.

The case study approach will involve collecting, analyzing and interpreting data from multiple sources, such as classroom observations, interviews with the teacher and students, and relevant document. This method will enable the researcher to gain a comprehensive understanding of the challenges and effectiveness of the think pair share strategy in the classroom.

It can be concluded that the analysis method to be used in this study follows a qualitative case study approach. The researcher will systematically analyze the data obtained from observation at SMAN 1 Tegaldlimo and understand it within the theoretical framework, identifying the alignment and difference between theory and classroom practice.

CHAPTER IV

FINDING AND DISCUSSION

4.1 Research Finding

This research was conducted to find out how the Think-Pair-Share (TPS) strategy is implemented in teaching speaking skills to the eleventh-grade students at SMAN 1 Tegaldlimo in the academic year 2024/2025. The purpose of this study is to describe the application of English Language Teaching (ELT) through the TPS strategy and identify its effectiveness in improving students' speaking performance, particularly in terms of fluency, confidence, and participation during classroom activities.

4.1.1 Field Data Overview

This research was conducted at SMAN 1 Tegaldlimo Banyuwangi, located at Wijaya Kusuma Road No.01, Wringinpitu Village, Tegaldlimo Subdistrict, Banyuwangi Regency, East Java Province. The school is a government institution accredited with an "A" and is known as one of the leading schools in the region, actively engaged in both academic and non-academic achievements, with students frequently competing at the district and national levels.

SMA Negeri 1 Tegaldlimo implements the Merdeka Curriculum, which promotes differentiated instruction, flexibility in learning materials, and competency-based education. The curriculum emphasizes student-centered learning through three key components: (1) intrakurikuler activities that focus on academic subjects, (2) project-based learning to strengthen the Pancasila Student Profile, and (3) extracurricular activities that support character and soft skill development. Teachers are provided with self-sufficiency in determine instructional strategies and materials that align with students' interests and learning styles (Kemendikbudristek, 2022).

Within the English subject curriculum for Grade XI, emphasis is placed on enhancing communication skills. The core competencies include expressing opinions, giving and responding to suggestions, engaging in discussions, and presenting ideas orally

(Kemendikbudristek, 2022). The implementation of the Think Pair Share (TPS) strategy in this context aims to address common issues faced by students, such as limited vocabulary, low self-confidence, and reluctance to participate in classroom speaking activities.

The TPS model, introduced by Lyman (1985), is a cooperative learning strategy that enables students to think individually, discuss ideas in pairs, and share their thoughts with the class. This approach supports the development of communicative competence and collaborative learning (Lie, 2008; Slavin, 2005).

The school is well-equipped with supporting infrastructure such as multimedia classrooms, projectors, language laboratories, and internet access. These facilities enhance the learning process and provide opportunities for implementing innovative teaching methods. Additionally, SMA Negeri 1 Tegaldlimo offers a wide array of extracurricular activities including journalism, robotics, traditional and modern music, sports, and religious groups, which contribute to the holistic development of students.

The selection of this setting aligns with the objectives of the research, which seeks to analyze the implementation of TPS as a cooperative learning model to improve students' speaking proficiency in English. Through the integration of curriculum support, institutional resources, and a conducive learning atmosphere, the school provides a suitable environment for the application of student centered and collaborative learning strategies such as Think-Pair Share (Creswell, 2009; Sugiyono, 2017).

4.1.2 Field Data Verification

In this session, the researcher would like to explain about the use of the Think-Pair-Share strategy on student's speaking skills which was applied by Mrs. Masita, an English teacher at SMAN 1 Tegaldlimo in grade XI 10. This strategy was used as an approach to achieve pre-determined learning goals, especially in enhancing students' ability to speak English. The teacher needs to implement various methods in teaching and learning activities to meet the objectives and Think-Pair-Share was chosen to encourage students to be more active in expressing their ideas through structured collaboration with their peers. (M. Sobry Sutikno, 2019)

To find out how the English teacher used the Think Pair Share strategy to teach students' speaking skills, the researcher conducted observations that were carried out in two meetings. In this

research, the English teacher applied the method to the Asking/Giving Opinion material taught in grade XI 10 at SMAN 1 Tegaldlimo. The implementation of Think-Pair-Share aimed to improve students' speaking performance by giving them the opportunity to think individually, discuss their idea in pairs, and then share them with the whole class in a structured and supportive setting.

This stage plays a crucial role in developing students' speaking confidence, as it provides them with an opportunity to express their ideas publicly. During this stage, the teacher motivates students to be brave in speaking and to deliver their opinions clearly. To ensure fairness and maintain students' attentiveness, the teacher uses a random selection system-specifically, a card sorting to determine which pair will present next. This strategy creates a sense of anticipation and encourages all students to be well prepared. Although the selection is random, all students pairs are given the same opportunity to present their ideas. As each pair shares their results, the classroom becomes a space for broader discussions, allowing students to explore different perspectives and compare their thoughts with others this stage not only strengthens students' speaking abilities but also promotes active listening, critical thinking, and mutual respect among peers.

The application of the Think Pair Share strategy was considered quite effective in enhancing students' speaking skills. This effectiveness was seen through several aspect, including well-structured time management, clear direction in learning activities, and a more engaging classroom atmosphere. The stage in Think-Pair-Share allowed students to actively participate without feeling pressured, as they were given enough time to think individually, discuss with a partner and then speak in front of the class. As a result, students found the learning process to be more enjoyable and less intimidating. Furthermore, many students expressed that this strategy helped them grasp the material more easily, as they had the opportunity to discuss and clarify their understanding with peers before presenting it.

This chapter used to answer the research question in this chapter. The question is how the teacher implementation of Think-Pair-Share strategy of teaching speaking skills in grade XI 10 at SMAN 1 Tegaldlimo and how is the challenges of Think-Pair-Share strategy in speaking skill.

The researcher use observation, interview and documentation to collect the data.

1) Observation

The researcher conducted direct observation on April 13, 2025 in class XI-10 SMAN 1 Tegaldlimo to observe the learning process. At the beginning of the learning activity, after all students were present in the class, the teacher started the lesson by greeting the students and motivating them to be more enthusiastic in participating in the learning process that day. After providing motivation, the teacher checked students' attendance one by one, then invited students to recall the previous material as a form of activating prior knowledge. Next, the teacher stimulates students' initial understanding by showing a short video. The video was shown with the aim of building students' background knowledge as part of brainstorming before they learn new material, namely Asking and Giving Opinion. This activity is the first step before the teacher applies the Think-Pair-Share model, so that students can be more prepared and confident to discuss and express their opinions verbally.

As previously mentioned, the video is used as a medium by the teacher to stimulate students' prior knowledge as part of the brainstorming activity before starting the core learning. Therefore, the teacher asks students to pay close attention to the video. After that, the teacher asks some questions related to the content of the video to encourage students' involvement. This activity is followed by material explanation by the teacher to help students understand the topic to be discussed, namely Asking and Giving Opinion, before they enter the pair discussion stage in the application of the Think-Pair-Share model.

At the beginning of learning, after showing the video as a stimulus, the teacher invites students to start responding to the content of the video. The teacher gives students time to think independently about what they have seen. Then, the teacher starts to build interaction by asking open questions to encourage students to express their opinions verbally.

T : Now that you've watched the video, I want you to think about it for a moment.

T : Okay, what do you think about the video? Just tell me your opinion.

S1 : I think the video is interesting, Miss. It shows two friends discussing where to go for their school holiday.

T : Good! And do you agree with their opinion about going to the beach?

S2 : No, Miss. I prefer the mountain because it's quieter and cooler.

T : That's a great opinion, thank you. So, everyone has different preferences, and that's totally okay.

The teacher then responds by appreciating the students' opinions and directs the discussion to the main topic, Asking and Giving Opinion. The teacher explains that this material is important in daily communication to convey and respond to others' opinions. She also introduced some frequently used expressions, such as “I think...”, “In my opinion...”, “I agree with...”, and “I don't think so...”. This activity shows how the teacher tries to create an active and communicative classroom atmosphere, where students are given space to think independently before proceeding to the “pair” and “share” stages in the application of the Think-Pair-Share model.

The researcher found that in the interaction stage, the teacher implemented paired discussion activities as part of the Think-Pair-Share model. In this stage, the teacher uses Asking and Giving Opinion material to encourage students' understanding of the topic being studied. The purpose of this stage is to find out the extent of students' understanding of the material, as well as to build positive interactions between students. Through cooperation in pairs, students are encouraged to share their opinions, listen to their friends' ideas, and build confidence in speaking.

At this stage, the teacher divides students into pairs based on their respective seats. After that, the teacher asks each pair to discuss their opinions on the given topic. This activity helps to create a collaborative learning atmosphere, where students can

work together and learn from each other in a relaxed atmosphere while still focusing on the learning objectives.

At this stage, the teacher divides students into pairs based on their seats. The teacher gives 10 minutes to discuss about the given topic, which is sharing opinions about the right place to spend the school vacation. The teacher also provides opportunities for students to discuss around the school.

T : Okay, now let's divide into pairs. Your partner is your seatmate. I give you 10 minutes to discuss the topic about where you would spend your school holiday.

S : Okay, Miss.

T : You can walk around the school while discussing.

S : Alright, Miss.

T : If you have any questions, feel free to ask me. Now, you may begin.

S : Yes, Miss.

After the discussion was over, students returned to their seats. The teacher got a good response from the students, because the paired discussion activity made them more interested and felt comfortable talking. In this way, students understand the material of Asking and Giving Opinion more easily and are more confident in expressing their opinions.

The researcher found that at the Share stage, the teacher invited students to share the opinions they discussed with their partners. At this stage, each pair is asked to express their opinions or opinions in front of the class, which aims to enrich students' understanding by listening to various opinions from their friends.

T : Okay, students, before we continue, I want you to share the opinions you discussed with your partner about the topic.

S : Yes, Miss.

T : Salsa, please come forward and share your opinion with the class.

S : Based on my discussion with my partner, I think the best place to spend a holiday is the beach because it's relaxing and fun. But my partner thinks the mountains are better because it's peaceful and cooler.

T : That's a great opinion! I see you both have different preferences, and that's what makes discussing opinions interesting.

Based on the observation, it can be seen that at the Share stage, students share their knowledge and opinions with their friends, which helps other students to better understand the material being taught. This stage is an improvement from the previous stages because it supports the whole group to reach the same conclusion, which is the best solution. Pairs or groups are required to understand the problem solving presented based on explanations from other groups who have had the opportunity to share their opinions. This is particularly useful if students' thinking is still undecided or they have not been able to solve the problem at hand. At the end of the lesson, the teacher can confirm the answers by verifying and correcting the students' work once again. According to Lyman (1981), the Share stage in the Think-Pair-Share model is very important because it provides an opportunity for students to share ideas and help each other in achieving better understanding. In addition, Harmer (2007) explains that providing opportunities for students to ask and give opinions really helps them in developing their speaking and critical thinking skills. Thus, this stage not only improves students' understanding, but also their communication skills.

2) Interview

When conducted the interview, researcher asked several questions to the English teacher, such as:

a) Teacher

At the beginning stage, the researcher conducted direct observation on the English learning process in class XI-10 SMAN 1

Tegaldlimo taught by Mrs. Masita. This observation focused on the implementation of Think-Pair-Share method in improving students' speaking skill. The results of this observation then became the basis for conducting in-depth interviews with Mrs. Masita to further explore the strategies, objectives, and challenges in implementing the method in the classroom. The interview also specifically discussed the English learning process that took place in class XI-10. According to (Mutiaraina Amira, 2024), the Think-Pair-Share method can encourage students' active engagement and deepen their understanding through personal reflection, paired discussions, and sharing opinions with classmates. (Putri & Dangin, 2023) adds that this method assists students in developing their speaking and critical thinking skills by providing opportunities to express their opinions in a supportive condition.

(1) The Implementation of Think-Pair-Share Strategy in the classroom

In the context of teaching speaking in class XI-10, teachers apply the Think-Pair-Share (TPS) strategy as a way to actively engage students in the learning process. During the interview, the teacher explained that the TPS is conducted in three steps Think-Pair and Share with each step designed to help students build confidence and improve their speaking performance.

The teacher said:

“Before starting the main material, I usually start by asking simple questions to warm up the students and make them feel more relaxed. Then, I explain the topic and divide them into pairs or small groups. After that, I give them a task to discuss, and finally I ask some students to present their discussion results in front of the class.”

This structure reflects the standard TPS procedure developed by Lyman (1981), where students are given time to think individually, share their thoughts with their partner, and finally present their ideas to the larger group. The teacher explained that in teaching speaking, this method helps reduce anxiety, especially for students who are usually shy or lack confidence to speak in public. By

discussing in pairs first, students are more prepared and brave to speak at the sharing stage.

In one of the activities, for example, the teacher provides speaking topics related to students' personal experiences or observations. After explaining the material, students are instructed to discuss the topic with their partner and prepare a short dialog or opinion statement. Then, some pairs are selected to perform or present their speaking results in front of the class.

The teacher mentioned:

“This method is very effective because students don't feel pressured to answer directly. They have time to think and practice before speaking in public. I see their speaking ability and confidence improving.”

The implementation of TPS in this class also integrates the principles of cooperative learning, which according to (Farizi & Herwiana, 2022), helps to encourage equal participation and active engagement in language learning. In addition, the social interaction involved in TPS supports the development of language fluency and social skills, which are essential in communicative competence.

(2) Teacher's Objectives in Using Think-Pair-Share Strategy

During the interview, the teacher shared her objectives in applying the Think-Pair-Share (TPS) strategy in speaking lessons. She stated:

“I use this strategy to make students more active and involved in the learning process. Sometimes, they are too shy to speak directly in front of the class, so Think-Pair-Share helps them feel more confident.”

She said:

“This method gives them time to think first, so they don't feel rushed. Then, when they talk with their partner, they can practice their ideas. Finally, when they share in front of the class, they are better prepared.”

Additionally, teachers also emphasize the importance of developing students' critical thinking and cooperation through TPS:

“They learn not only to speak, but also to listen and respond to their partner. This builds the habit of working together and respecting other people's opinions.”

These statements show that the teacher's goal in using TPS is not limited to improving speaking fluency, but also focuses on creating an interactive, supportive, and reflective learning environment. The structured steps of the TPS strategy-thinking, pairing, and sharing-enable students to process information, collaborate, and communicate more effectively.

(3) Students response to the Think-Pair-Share Strategy

Based on the teacher's explanation during the interview, the students in class XI-10 responded positively to the implementation of the Think-Pair-Share (TPS) strategy in their speaking lessons. The teacher observed that this strategy creates a more comfortable and interesting environment for students to express their ideas in English.

The teacher said:

“Banyak dari mereka yang awalnya pasif, kini mulai berani berbicara karena mereka merasa memiliki waktu untuk berpikir dan berlatih terlebih dahulu dengan pasangannya. Mereka juga merasa lebih senang karena bisa bekerja dalam kelompok, tidak merasa tertekan untuk segera menjawab.”

The teacher noted that students who were usually shy or afraid to speak started to participate more actively when TPS was used. The “think” stage gives them time to process their thoughts without pressure, while the “pair” stage allows them to test their ideas in a safe, one-on-one setting. By the time they reached the “share” stage, many students felt more confident and ready to speak in front of their classmates. One example given by the teacher was a speaking task where students were asked to describe an object around the school. The students worked in pairs, observed the surroundings, discussed in English, and then presented their descriptions. According to the teacher, the students were

enthusiastic about the activity because it combined movement, observation and interaction between students.

She said:

“Saat mempresentasikan hasil diskusi, mereka terlihat lebih percaya diri dan ekspresif. Bahkan siswa yang biasanya pendiam mulai menunjukkan keberaniannya untuk berbicara di depan kelas.”

These responses reflect that TPS not only improves students' speaking ability, but also builds their confidence, reduces anxiety, and encourages collaborative learning. This is in line with (Putri & Dangin, 2023), who emphasizes that students tend to be more willing to speak up when they feel psychologically safe and supported by peers. In addition, TPS encourages student autonomy, as students are encouraged to construct and communicate their own ideas rather than relying solely on teacher direction. This method also fosters a sense of responsibility, as each student must contribute to the discussion before sharing in public.

(4) How Teacher Improve the Think-Pair-Share Strategy in the Classroom

During the interview, the teacher also shared her thoughts on how the implementation of the Think-Pair-Share (TPS) strategy can be improved, especially in speaking lessons. Although she found TPS effective in enhancing student engagement and confidence in speaking, she believes that some adjustments are still needed to make it more effective.

The Teacher Said:

“Menurut saya, perlu ada arahan yang lebih jelas selama proses diskusi berpasangan. Terkadang siswa hanya mengobrol, tidak mendiskusikan tugas. Jadi, arahnya harus lebih fokus, dan saya juga harus berkeliling untuk memastikan mereka benar-benar berdiskusi.”

The teacher mentioned that one of the improvements needed was to provide clearer and more structured instructions for each

phase of TPS-especially in the “pairing” stage. Without clear guidance, some students may stray from the topic, making the discussion less effective. She suggested that teachers providing speaking prompts or specific guiding questions can help students stay focused on the task. She also mentioned the importance of time management. Sometimes, students spend too much time in the “pairing” stage and have little time left for the “sharing” stage. To overcome this, the teacher suggested setting a time limit for each stage and displaying it visually in the classroom to keep students on track.

The Teacher said:

“Saya juga berpikir untuk memberikan contoh percakapan atau kalimat awal agar siswa dengan kesulitan bicara dapat memiliki gambaran. Mereka terkadang tidak tahu harus memulai dari mana.”

This points to the need for scaffolding, especially for students with lower speaking ability. By providing models or beginning sentences, students can have a reference point when formulating their ideas, which is supported by Nation & Newton (2009), who emphasize the role of scaffolding in second language speaking tasks. Finally, teachers recommend increasing the variety in pair selection. Students are often paired with the same friend, which can limit their ability to practice speaking with others. A change of partner would help expose them to different speaking styles and ideas, thus improving their adaptability and communication skills.

(5) The Challenges in Implementing The Think-Pair-Share Strategy

Although the Think-Pair-Share (TPS) strategy proved to be beneficial in improving students' speaking skills, teachers also faced some challenges during its implementation. These obstacles mainly arise from students' diverse abilities, classroom dynamics, and the nature of speaking as a productive skill in an EFL (English as a Foreign Language) environment. One of the biggest challenges teachers face is students' lack of confidence to speak in English, especially during the share stage. Although students were given time to think and discuss with their partners, many were still uncertain to speak in front of the class.

The teacher said:

“Banyak dari mereka yang masih malu-malu, sudah diskusi dengan pasangannya, tetapi ketika diminta menyampaikan ke depan mereka ragu dan takut salah.”

The statement brings attention to the main issue, which is students' insecurity and dread of public speaking. Speaking English out loud, especially in front of their peers, was unfamiliar to many students in grades XI–10. Several students expressed anxiety or low self-confidence during the "share" stage, even after completing the "think" and "pair" stages. Unequal involvement in pair talks was another problem the teacher saw. She saw that only one student was actively chatting in many pairs, with the other remaining inert. Due to this disconnect, the strategy's ability to encourage mutual involvement was limited.

The teacher said:

“Ada juga yang saat diskusi, temannya yang aktif, dia hanya mendengarkan. Jadi tidak semua siswa menggunakan kesempatan itu untuk latihan berbicara.”

The teacher took up the issue of certain students' weak grammar and vocabulary. Even when they understood the subject, this made it hard for them to communicate their thoughts clearly. The teacher says that because a few students lacked the confidence or competence to continue in English during discussions, they would switch to using Indonesian. Speaking classes frequently face these difficulties. Ur (1996) says that limited participation, topical indifference, and hesitation are typical issues in conversations. Although the TPS strategy's organized support, these problems were prominent in the setting of this study.

(b) Students

To gain a better understanding of how the Think-Pair-Share (TPS) strategy was received by the students, the researcher conducted interviews with several students from class XI-10 at SMAN 1 Tegaldlimo. These interviews aimed to explore the students' opinions about the TPS strategy, especially what they liked and disliked, the challenges they faced, and whether they felt more confident in speaking after participating in the activities. The interview included three main questions: (1) Do you like the implementation of Think-Pair-Share strategy in the classroom? (2)

What challenges do you face when participating in Think-Pair-Share activities? and (3) Do you feel more confident in speaking after using Think-Pair-Share strategy? Why?

Through these questions, the researcher collected students' personal reflections based on their real classroom experiences. The students' responses helped to explain the effectiveness of the strategy in improving speaking skills, as well as some of the obstacles they encountered. Their answers provide valuable information for evaluating and improving the use of the TPS strategy in future English lessons.

(1) Students' responses on the implementaation of Think-Paair-Share Strategy

Based on the interviews, the majority of students from class XI-10 at SMAN 1 Tegaldlimo expressed a positive attitude toward the use of the Think-Pair-Share (TPS) strategy in their speaking class. Most of them mentioned that this method made the learning process more engaging, less stressful, and allowed them to be more active participants in class discussions.

One student said:

"Ya, saya suka Think-Pair-Share karena saya memiliki waktu untuk berpikir terlebih dahulu, kemudian berdiskusi dengan pasangan saya. Hal ini membantu saya untuk mempersiapkan jawaban saya sebelum berbicara di depan kelas." (S1)

This shows that the "think" and "pair" stages of the strategy helped the student build confidence and clarity before speaking publicly.

Another student said:

"Saya menikmatinya karena saya bisa berbagi ide dengan teman saya. Kadang-kadang, saya tidak tahu apa yang harus saya katakan, tetapi teman saya membantu saya. Itu membuat berbicara lebih mudah." (S2).

This emphasizes how collaboration with peers during the "pairing" stage supports students' idea development.

A third student responded:

"Ya, saya menyukainya. Biasanya, saya takut berbicara di depan kelas. Tapi dengan strategi ini, saya tidak merasa sendirian karena kami mempersiapkan jawabannya bersama-sama." (S3).

This suggests that TPS provides emotional support that reduces speaking anxiety.

Meanwhile, one student explained:

“Menurut saya ini adalah strategi yang bagus karena membuat pelajaran menjadi lebih menyenangkan. Saya bisa bergerak, berbicara, dan tidak hanya mendengarkan guru.” (S4).

This shows that TPS breaks the monotony of traditional learning and encourages active participation.

Furthermore, one student said:

“Saya menyukainya karena tidak membosankan. Saya bisa berlatih berbicara lebih banyak dari biasanya.” (S5).

This emphasizes the interactive character of the TPS method and how it creates more opportunities to practise speaking.

From these responses, it can be concluded that the implementation of the Think-Pair-Share strategy is well-received by the students. It creates a collaborative and supportive environment that increases student engagement and makes speaking practice more comfortable and enjoyable. These findings are consistent with previous studies, such as Hasibuan (2020), who found that TPS encourages student participation and helps reduce anxiety in speaking activities.

(2) Students' challenges of participating in Think-pair-Share Strategy

Although most students showed a positive response to the implementation of the Think-Pair-Share (TPS) strategy, some challenges were also mentioned during the interview. These challenges mainly related to students' confidence, language limitations, and group dynamics.

One student said:

“Terkadang saya merasa gugup bahkan setelah saya berbicara dengan pasangan saya, terutama ketika saya harus berbicara di depan kelas.” (S1).

This statement reflects that although TPS reduced anxiety during paired discussions, the fear of public speaking may still be present during the “sharing” stage.

Another student said:

“Sulit ketika saya tidak mengerti topiknyanya. Saya tidak tahu harus berkata apa, jadi saya hanya mengikuti apa yang dikatakan teman saya.” (S2).

This shows that limited vocabulary or understanding of the material can make students less active and dependent on their partner.

A third student said:

“Kadang-kadang pasangan saya berbicara terlalu banyak, dan saya tidak punya waktu untuk berbagi ide saya sendiri.” (S3).

This illustrates an imbalance in pair collaboration, where dominant partners may unintentionally limit the other's opportunity to speak.

Additionally, the student said:

“Sulit untuk tetap fokus ketika kelas berisik. Saya tidak bisa mendengar teman saya dengan jelas.” (S4).

This emphasize a classroom management issue, where noise levels and distractions affect the effectiveness of discussion.

In addition, the student said:

“Saya masih malu untuk berbicara dalam bahasa Inggris. Saya takut membuat kesalahan, bahkan ketika pasangan saya baik.” (S5).

This response emphasizes that fear of making mistakes is a common internal barrier, even in a supportive environment.

These responses suggest that although TPS helps to create a more engaging and interactive classroom atmosphere, students still face internal and external challenges that may limit their participation. As supported by Rivai & Mohamad (2021), uneven participation and language anxiety are among the common barriers in cooperative learning strategies such as TPS. Therefore, teachers should pay attention to student dynamics, provide appropriate support, and ensure balanced participation during each stage of the strategy.

(3) Students' confidence in speaking after using the Think-Pair-Share Strategy

To explore the impact of the Think-Pair-Share (TPS) strategy on students' speaking confidence, the researcher asked students

whether they felt more confident after participating in the TPS-based activities. Most students reported a marked improvement in their confidence when speaking English in class, although the reasons varied.

One student said:

“Ya, saya merasa lebih percaya diri karena bisa berlatih dengan pasangan saya terlebih dahulu. Hal ini membantu saya untuk lebih siap sebelum berbicara di depan kelas.” (S1).

This shows that the "pair" stage plays a significant role in preparing students mentally and emotionally before public speaking.

Another student said:

“Ya, karena saya tahu teman saya akan membantu saya jika saya lupa sesuatu. Jadi, saya tidak takut seperti sebelumnya.” (S2).

This reflects how TPS creates a sense of support that reduces the fear of making mistakes.

The third student said:

“Saya merasa lebih percaya diri sekarang. Kegiatan ini membuat saya lebih banyak berbicara, jadi saya terbiasa.” (S3).

This shows that frequent practice through TPS helps students overcome their doubts and become more fluent over time.

Meanwhile, the student said:

“Sedikit lebih percaya diri, tetapi saya masih gugup ketika harus berbicara di depan banyak orang.” (S4).

Although there has been progress, these responses highlight that building confidence is a gradual process and public speaking remains a challenge for some students.

In addition, the student responses:

“Ya, karena guru dan teman-teman tidak menertawakan ketika saya melakukan kesalahan. Saya merasa aman untuk berbicara.” (S5).

This suggests that the classroom environment during TPS activities contributes positively to students' willingness to speak.

From these responses, it can be concluded that the Think-Pair-Share strategy has a positive influence on students' speaking

confidence. By giving students the opportunity to think and discuss their ideas in pairs before presenting them in front of the class, students feel more prepared, supported, and less anxious. This finding is in line with Aeni (2020) theory of self-efficacy, which states that individuals are more likely to perform a task when they believe they can succeed, especially with support from a non-threatening environment.

4.2 Discussion

The purpose of this research was to explore how the Think-Pair-Share (TPS) strategy was implemented to enhance students' speaking skills and to identify the challenges encountered during its application in Grade XI-10 at SMAN 1 Tegaldlimo in the academic year 2024/2025. Using a qualitative case study approach, the researcher employed observation, interview, and documentation to gain a deep understanding of the implementation process and the challenges faced by both teacher and students. Based on the findings, the implementation of TPS followed the structured steps proposed by Lyman in (Naksathit & Kewara, 2020), namely Think, Pair, and Share. In the 'Think' stage, the teacher gives students time to reflect on the topic individually, such as discussing a short video on giving opinions. This stage allows students to collect their thoughts before entering into the discussion. As said by Aeni (2020) and Pressley (in Aeni, 2020), this stage supports students in organizing their ideas, reducing anxiety, and encouraging critical thinking.

The 'Pair' stage involves students discussing their ideas with their partner. This process creates a collaborative space where students share and refine their opinions in a less pressurized environment, which fosters their confidence in speaking. The students stated that by discussing in pairs first, they felt more confident to speak in front of the class. This observation is consistent with (Rianti et al., 2022) concept of self-efficacy, where students who experience success in small group discussions are more likely to feel capable and motivated to speak in public. In addition, this stage reflects Fitriana (2023) theory which states that giving students sufficient time and space to speak in pairs can reduce speaking anxiety and build a more interactive learning environment.

At the 'Share' stage, the teacher gives each pair the opportunity to present the results of their discussion in front of the class. This stage provides a platform for students to practice public speaking, improve

their fluency, and learn from the diversity of opinions presented by other groups. The use of random selection methods, such as card sorting, as observed in the field, further increased students' readiness and attention. This is in line with the opinion of (Sakina et al., 2025) who state that cooperative learning models such as TPS can improve communicative competence and encourage interactive classroom dynamics. Overall, the implementation of TPS provides a structured and student-centered learning environment, helping students overcome barriers in speaking and improving their fluency and confidence in English speaking activities. This finding supports Bailey's (2003) statement that speaking is the process of producing utterances to convey meaning, which requires students to feel comfortable and confident in expressing their ideas.

Despite its effectiveness, the implementation of TPS in speaking activities was not without challenges. One of the key challenges observed was time management. The teacher found it difficult to allocate sufficient time for each TPS stage within the limited lesson duration, especially during the 'Share' phase. Some students did not have the opportunity to present due to time constraints. This finding supports Putri & Ardiansyah (2023), who emphasized that TPS requires careful time allocation to avoid ineffective implementation. Another challenge is the uneven participation during the 'Pairing' stage, where more confident students tend to dominate the discussion, while less confident students become passive. This phenomenon confirms the findings of Rivai & Mohamad (2021) and Yohana Butar-Butar & Appulembang (2023), who observed that in cooperative learning, students' dependence on a partner and differences in confidence levels can hinder effective learning outcomes.

Additionally, the teacher experienced classroom management difficulties, especially in monitoring multiple pairs simultaneously and ensuring that all discussions remained on topic. This observation aligns with (Zanna, 2022), who stated that effective classroom management and clear instructions are crucial in the success of TPS, especially in large classes with diverse student backgrounds. In addition, variations in language ability and student motivation were also a challenge. More advanced students often took the lead, while less advanced or shy students were still reluctant to participate fully. This condition is consistent with (Zanna, 2022), who highlighted that group character compatibility plays an important role in the success of cooperative learning, including TPS.

Through the analysis of the data collected, it can be concluded that the TPS strategy is effective in creating a more interactive, collaborative, and supportive environment for speaking activities, as observed in Grade XI-10. However, its success depends largely on the teacher's role as a facilitator who provides clear guidance, scaffolding, and motivation throughout the process, as emphasized by (Febianti & Wahyuni, 2022). The teacher's effort to stimulate students with relevant media, manage discussions actively, and create a safe environment for sharing opinions contributed to the positive impact of TPS in enhancing students' speaking skills. Thus, although TPS has proven to be a powerful strategy for improving speaking skills, teachers need to anticipate and address the challenges that arise, especially in terms of time allocation, group management, and ensuring balanced participation, to optimize the benefits of this method in the classroom.

4.2.1 Thematic Discussion of Research Findings

Based on the data analysis and discussion above, the themes that emerged from the application of the Think-Pair-Share (TPS) strategy can be summarized in the following table:

No	Themes	Findings from Field Data	Supporting Theory
1	Increased Speaking Confidence	Many students showed more confidence when speaking after discussing ideas with their pairs. Even quiet students began to actively share in class discussions.	Amira (2024); Setiawan (2023); Hasan et al. (2020); Winaryo & Gusdian (2021)
2	Reduction of Speaking Anxiety	Students who were previously passive became more willing to participate after being given time to think and discuss in pairs.	Aeni (2020)
3	Active Classroom Participation	Students became more involved in the learning process, especially during the	Setyaningsih & Wahidiyati

		"pair" and "share" phases of TPS.	(2022)
4	Improved Fluency and Speaking Organization	After discussing in pairs, students expressed their opinions more fluently and in a more structured way during classroom presentations.	Pratama & Setiawan (2021); Sari & Kusumawardani (2021)
5	Time Management Challenge	The teacher struggled to fit all three TPS stages into limited class time, affecting the effectiveness of the method.	Tuanany (2021)
6	Unequal Participation in Pairs	Some students dominated the pair discussions, while others remained passive or relied on their partner to speak.	Rivai & Mohamad (2021); Yohana Butar-Butar & Appulembang (2023)
7	Classroom Management Difficulties	The teacher found it difficult to monitor all student pairs and ensure that discussions stayed focused on the topic.	Dkk, Cece Hidayata, (2024)
8	Varying Language Proficiency and Motivation	Students with higher proficiency led the conversation, while those with lower proficiency became dependent and lacked motivation to engage..	Zanna (2022)

CHAPTER V

CLOSING

5.4 Conclusion

Based on the findings and discussion presented in the previous chapters, the following conclusions can be drawn:

The implementation of TPS strategy in class XI-10 SMAN 1 Tegaldlimo was conducted by following three main stages: Thinking, Pairing, and Sharing. The TPS strategy was implemented effectively by the English teacher, creating a structured and student-centered learning environment. The strategy provides students with opportunities to reflect, discuss and share ideas, which contributes to the development of their speaking skills.

The strategy helped students to improve their confidence, fluency and participation in speaking activities. The findings showed that students became bolder to express their ideas, participated actively, and experienced a decrease in speaking anxiety as a result of the collaborative process provided by TPS.

Although effective, the implementation of TPS faced several challenges. These include time management issues, where teachers struggle to allocate enough time for all stages, especially the 'Sharing' stage; uneven participation, where some students dominate the discussion while others remain passive; classroom management difficulties in monitoring multiple groups; and differences in language ability and student motivation, which impact on the effectiveness of the discussion.

5.5 Suggestion

Based on the above conclusions and limitations, the following suggestions can be made:

5.5.1 For Teacher

Teachers are advised to manage the TPS stages carefully by providing clear instructions, allocating sufficient time for each stage, and monitoring student participation closely to ensure equal involvement. Teachers also need to provide assistance and motivation to support students who lack confidence.

5.5.2 For Students

Students are encouraged to actively participate in all stages of TPS, use opportunities to collaborate and learn from peers, and gradually build their confidence in expressing ideas in English.

5.5.3 For Future Researches

Future researchers are recommended to:

- a. Conduct longitudinal studies to explore the long-term effects of TPS on students' speaking development.
- b. Explore the application of TPS in other skills and educational settings.
- c. Explore combining TPS with other cooperative learning strategies to maximize effectiveness and overcome challenges such as time management and uneven participation.

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APPENDIX

1. Guidance Card
2. Research cover letter
3. Certificate of Conducting Research
4. Certificate of Plagiarism Free of Maximum 25% from the Faculty
5. Interview Guidelines
6. Interview Transcript
7. Research Documentation
8. Other attachments supporting the research

1. Guidance Card

6/4/25, 9:22 AM

SISTEM INFORMASI MANAJEMEN AKADEMIK UIMSYA BLOKAGUNG :

NIM	2111221007	
NAMA	ADELINA MARHAENI	
FAKULTAS	TARBIYAH DAN KEGURUAN	
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS	
PERIODE	20241	
JUDUL	STUDENTS' SPEAKING SKILLS IN THINK-PAIR-SHARE: A CASE STUDY IN GRADE XI-10 AT SMAN TEGALDLIMO IN THE ACADEMIC YEAR 2024/2025	

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20241	04 Juni 2025	04 Juni 2025	Finishing all prepare to test	Bimbingan ke 10
2	20241	21 Mei 2025	21 Mei 2025	Chapter 5 Conclusion	Bimbingan ke 9
3	20241	14 Mei 2025	14 Mei 2025	Chapter 4 Discussion	Bimbingan ke 8
4	20241	07 Mei 2025	07 Mei 2025	Chapter 4 Finding and Discussion	Bimbingan ke 7
5	20242	16 Februari 2025	16 Februari 2025	ACC mendaftar Seminar Proposal	Bimbingan 5
6	20242	06 Februari 2025	06 Februari 2025	Bimbingan BA8 3 Research Method	Bimbingan 4
7	20242	08 Januari 2025	08 Januari 2025	Bimbingan BA8 2 Related Review	Bimbingan 3
8	20242	08 Januari 2025	08 Januari 2025	Bimbingan BA8 2 Related Review	Bimbingan 3
9	20242	02 Januari 2025	02 Januari 2025	Bimbingan BA8 1 Introduction	Bimbingan 2
10	20242	25 Desember 2024	25 Desember 2024	Pengajuan dan Konsultasi judul	Bimbingan 1

2. Research Cover Letter



UNIVERSITAS KH. MUKHTAR SYAFAAT
FAKULTAS TARBIYAH DAN KEGURUAN
Blokagung – Banyuwangi

Alamat : PP. Darussalam Blokagung Banyuwangi, No Hp : 08113129333
E-Mail: official@uimsya.ac.id, Website: uimsya.ac.id, Kode Pos : 68491

Nomor : 51.2.12/035.161/FTK.UIMSYA/C.3/III/2025
Lamp. : -
Hal : PENGANTAR PENELITIAN

Kepada Yang Terhormat:
Kepala SMAN 1 Tegaldlimo
Banyuwangi

Di - Tempat

Assalamu 'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : Adelina Marhaeni
TTL : Banyuwangi, 02 Februari 2003
NIM : 2111221007
Fakultas : Tarbiyah dan Keguruan (FTK)
Program Studi : Tadris Bahasa Inggris
Alamat : Songgon, Banyuwangi
Dosen Pembimbing : Moh. Mahmud, S.Pd, M.Pd.

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah: *"Students' Speaking Skills in Think Pair Share: A Case Study in Grade XI-10 at SMAN 1 Tegaldlimo in the Academic Year 2024/2025"*

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu 'alaikum warahmatullahi wabarokatuh.

Blokagung, 08 Maret 2025
Dekan


Dr. Siti Aimah, S.Pd.I., M.Si.
NIPY: 3150801058001

3. Sertifikat Of Conducting Research



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SMA NEGERI 1 TEGALDLIMO BANYUWANGI
Jalan Wijaya Kusuma Nomor 1, Wringinpitu, Tegaldlimo, Banyuwangi, Jawa Timur 68484
Telepon (0333) 5980275
Laman www.sman1tegaldlimo.sch.id Pos-el tassmanteg@gmail.com

SURAT KETERANGAN

400.3.8/220/101.6.7.10/2025

Yang bertanda tangan di bawah ini :

Nama : **M. NURSYUKROINI, S.Pd., M.Pd**
NIP : 197412012005011008
Pangkat/Golongan Ruang : Pembina (IV/a)
Jabatan : Kepala Sekolah
Nama Sekolah : SMAN 1 Tegaldlimo

Dengan ini menerangkan bahwa mahasiswa di bawah ini :

Nama : **ADELINA MARHAENI**
Tempat, Tanggal lahir : Banyuwangi, 02 Februari 2003
NIM : 2111221007
Fakultas : Tarbiyah dan Keguruan (FTK)
Program Studi : Tadris Bahasa Inggris
Alamat : Sumberarum, Songgon, Banyuwangi

Benar - benar melakukan Penelitian di SMAN 1 Tegaldlimo Banyuwangi untuk menyelesaikan program studi *"Students' Speaking Skills in Think Pair Share : A Case Study in Grade XI-10 at SMAN 1 Tegaldlimo in the Academic Year 2024/2025"*

Demikian, surat keterangan ini dibuat, agar dipergunakan sebagaimana mestinya.

Tegaldlimo, 14 April 2025
Kepala Sekolah

M. NURSYUKROINI, S.Pd., M.Pd.
Pembina (IV/a)
NIP. 197412012005011008

4. Certificate of Plagiarism Free of Maximum 25% from the Faculty



UNIVERSITAS KH. MUKHTAR SYAFAAT
FAKULTAS TARBIYAH DAN KEGURUAN
Blokagung – Banyuwangi

Alamat : PP. Darussalam Blokagung Banyuwangi, No Hp : 08113129333
E-Mail: official@uimsya.ac.id, Website: uimsya.ac.id, Kode Pos : 68491

SURAT KETERANGAN BEBAS PLAGIASI

Nomor:

Yang bertanda tangan dibawah ini Kaprodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas KH. Mukhtar Syafaat Blokagung Banyuwangi, dengan ini menerangkan bahwa telah dilakukan cek similaritas* terhadap naskah Skripsi:

Nama : Adelina Marhaeni
NIM : 2111221007
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Jenjang : Sarjana (S.1)
Dengan Hasil : **22%**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagai salah satu syarat menempuh ujian Skripsi.



Banyuwangi, 19 May 2025

Kaprodi Tadris Bahasa Inggris

Ahmad Faruk, M.Pd.
NIPY. 3151611058801

Keterangan:

*menggunakan aplikasi Turnitin.

5. Interview Guideline

a. Interview Questions for Students

- 1) Do you like the implementation of Think-Pair-Share strategy in the classroom ?
- 2) What challenges do you face when participating in Think-Pair-Share activities?
- 3) Do you feel more confident in speaking after using the Think-Pair-Share strategy ? why?

b. Interview Questions for Teacher

- 1) What are your objectives in using think pair share strategy in speaking lesson?
- 2) How do you implement the think pair share strategy in the class?
- 3) What are the main challenges you face when using the think pair share strategy?
- 4) How do students respond to the think pair share strategy?
- 5) What improvements do you think are necessary for better the think pair share strategy?

6. Interview Transcript

NAMA	PERTANYAAN WAWANCARA	HASIL WAWANCARA
Mrs. Masita S.Pd	What are your objectives in using think pair share strategy in speaking lesson?	Saya menggunakan strategi ini untuk membuat siswa lebih aktif dan terlibat dalam proses pembelajaran. Terkadang, mereka terlalu malu untuk berbicara langsung di depan kelas, jadi Think-Pair-Share membantu mereka merasa lebih percaya diri.
	How do you implement the think pair share strategy in the class?	Sebelum memulai materi utama, saya biasanya memulai dengan mengajukan pertanyaan sederhana untuk menghangatkan para siswa dan membuat mereka merasa lebih rileks. Kemudian, saya menjelaskan topik dan membagi mereka menjadi berpasangan atau kelompok kecil. Setelah itu, saya memberikan tugas untuk didiskusikan, dan terakhir saya meminta beberapa siswa untuk

		mempresentasikan hasil diskusinya di depan kelas.
	What are the main challenges you face when using the think pair share strategy?	Banyak dari mereka yang masih malu-malu, sudah diskusi dengan pasangannya, tetapi ketika diminta menyampaikan ke depan mereka ragu dan takut salah. Ada juga yang saat diskusi, temannya yang aktif, dia hanya mendengarkan. Jadi tidak semua siswa menggunakan kesempatan itu untuk latihan berbicara
	How do students respond to the think pair share strategy?	Banyak dari mereka yang awalnya pasif, kini mulai berani berbicara karena mereka merasa memiliki waktu untuk berpikir dan berlatih terlebih dahulu dengan pasangannya. Mereka juga merasa lebih senang karena bisa bekerja dalam kelompok, tidak merasa tertekan untuk segera menjawab.
	What improvements do you think are	<i>Menurut saya, perlu ada arahan yang</i>

	necessary for better the think pair share strategy?	<i>lebih jelas selama proses diskusi berpasangan. Terkadang siswa hanya mengobrol, tidak mendiskusikan tugas. Jadi, arahnya harus lebih fokus, dan saya juga harus berkeliling untuk memastikan mereka benar-benar berdiskusi.</i>
Student 1	Do you like the implementation of Think-Pair-Share strategy in the classroom ?	<i>Ya, saya suka Think-Pair-Share karena saya memiliki waktu untuk berpikir terlebih dahulu, kemudian berdiskusi dengan pasangan saya. Hal ini membantu saya untuk mempersiapkan jawaban saya sebelum berbicara di depan kelas.</i>
	What challenges do you face when participating in Think-Pair-Share activities?	<i>Terkadang saya merasa gugup bahkan setelah saya berbicara dengan pasangan saya, terutama ketika saya harus berbicara di depan kelas.</i>
	Do you feel more confident in speaking	<i>Ya, saya merasa lebih percaya diri</i>

	after using the Think-Pair-Share strategy ? why?	<i>karena bisa berlatih dengan pasangan saya terlebih dahulu. Hal ini membantu saya untuk lebih siap sebelum berbicara di depan kelas.</i>
Student 2	Do you like the implementation of Think-Pair-Share strategy in the classroom ?	<i>Saya menikmatinya karena saya bisa berbagi ide dengan teman saya. Kadang-kadang, saya tidak tahu apa yang harus saya katakan, tetapi teman saya membantu saya. Itu membuat berbicara lebih mudah.</i>
	What challenges do you face when participating in Think-Pair-Share activities?	<i>Sulit ketika saya tidak mengerti topiknya. Saya tidak tahu harus berkata apa, jadi saya hanya mengikuti apa yang dikatakan teman saya.</i>
	Do you feel more confident in speaking after using the Think-Pair-Share strategy ? why?	<i>Ya, karena saya tahu teman saya akan membantu saya jika saya lupa sesuatu. Jadi, saya tidak takut seperti sebelumnya.</i>
Student 3	Do you like the implementation of Think-Pair-Share strategy in the	<i>Ya, saya menyukainya. Biasanya, saya takut berbicara di depan</i>

	classroom ?	<i>kelas. Tapi dengan strategi ini, saya tidak merasa sendirian karena kami mempersiapkan jawabannya bersama-sama.</i>
	What challenges do you face when participating in Think-Pair-Share activities?	<i>Kadang-kadang pasangan saya berbicara terlalu banyak, dan saya tidak punya waktu untuk berbagi ide saya sendiri.</i>
	Do you feel more confident in speaking after using the Think-Pair-Share strategy ? why?	<i>Saya merasa lebih percaya diri sekarang. Kegiatan ini membuat saya lebih banyak berbicara, jadi saya terbiasa.</i>
Student 4	Do you like the implementation of Think-Pair-Share strategy in the classroom ?	<i>Menurut saya ini adalah strategi yang bagus karena membuat pelajaran menjadi lebih menyenangkan. Saya bisa bergerak, berbicara, dan tidak hanya mendengarkan guru.</i>
	What challenges do you face when participating in Think-Pair-Share activities?	<i>Sulit untuk tetap fokus ketika kelas berisik. Saya tidak bisa mendengar teman saya dengan</i>

Student 5		<i>jelas.</i>
	Do you feel more confident in speaking after using the Think-Pair-Share strategy ? why?	<i>Sedikit lebih percaya diri, tetapi saya masih gugup ketika harus berbicara di depan banyak orang.</i>
	Do you like the implementation of Think-Pair-Share strategy in the classroom ?	<i>Saya menyukainya karena tidak membosankan. Saya bisa berlatih berbicara lebih banyak dari biasanya.</i>
	What challenges do you face when participating in Think-Pair-Share activities?	<i>Saya masih malu untuk berbicara dalam bahasa Inggris. Saya takut membuat kesalahan, bahkan ketika pasangan saya baik.</i>
	Do you feel more confident in speaking after using the Think-Pair-Share strategy ? why?	<i>Ya, karena guru dan teman-teman tidak menertawakan ketika saya melakukan kesalahan. Saya merasa aman untuk berbicara.</i>

7. Syllabus

Kompetensi Dasar	Materi Pokok	Pembe lajaran	penil aian	Alo kasi Wa ktu	Sum ber belaj ar
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1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International	Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya	Mengamati	Kriteria Penilaian:	2 X 2 JP	Sumber dari buku :
2.2. Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	<i>Fungsi Sosial, · Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</i> <i>Ungkapan menyatakan pendapat/pikiran</i> <i>I think ...</i> <i>I suppose...</i> <i>In my opinion ...</i> <i>Unsur Kebahasaaan</i> <i>Ucapan,</i>	· Siswa mendemonstrasikan/menonton interaksi menyatakan pendapat dan pikiran serta responnya	· Tingkat ketercapaian fungsi social ungkapan menyatakan pendapat dan pikiran		Developing of English Competencies for Senior High school Grade XI

	<i>tekanan kata, intonasi</i>				
3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.		· Siswa mengikuti interaksi menyatakan pendapat dan pikiran	· Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan pendapat dan pikiran		Interlanguage for senior high school Students of XI
4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon		· Siswa menirukan model interaksi	· Tingkat ketepatan unsur kebah		

ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.		menyatakan pendapat dan pikiran	asaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi		
		Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan	Kesesuaian format penulisan/penyampaian		Sumber dari internet:

		unsur kebahasan).			
		Memper tanyakan (questioning)	Cara Penilaian:		- www. www. kursu smud ahbah asain ggris. com/ 2015/ penjel asan- askin g-for- and- giving - opini o.htm l

		• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia,	Unjuk kerja		- http://americanenglish.state.gov/files/aer/source_files
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		kemungkinan menggunakan ungkapan lain, dsb.			
		Mengeksplorasi	· Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan		- http://iindrihastuti.blogspot.co.id/2013/05/materiexpression-kelas-xi.html

			g ungka pan meny ataka n penda pat dan pikira n.		
		Siswa menyata kan pendapa t dan pikiran dengan bahasa Inggris dalam konteks <i>simulasi</i> , <i>role- play</i> , dan kegiatan lain yang terstruk tur.	· Ke tepata n meng gunak an struk tur dan unsur kebah asaan dalam meny ataka n penda pat dan pikira n serta respo nnya		-

		Mengasosiasi	Pengamatan (observations):		-
		Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain.	Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika muncul kesempatan.		

		· Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.	· Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.		
		Mengkomunikasikan	· Kesantunan dan kepedulian dalam melaksanakan komunikasi		
		· Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di	· Berperilaku jujur, disiplin, percaya diri, dan bertanggung		

		dalam dan di luar kelas.	jawab dalam melaksanakan komunikasi		
		· Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (<i>learning journal</i>) ·			

8. Lesson Plan

1. Kode Modul Ajar BIG/001
2. Kode ATP Acuan 11.1

3. Nama	MASITAH, S.Pd/
Penyusun/Institusi/Tahun	SMA NEGERI 1 TEGALDLIMO/ TAHUN PELAJARAN 2024/2025
4. Jenjang Sekolah	SMA
5. Fase/Kelas	F/XI
6. Domain/Topik	Menerapkan fungsi sosial struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran, tawaran, pendapat dan pikiran
7. Kata Kunci	Should, Can, I think, I suppose, in my opinion
8. Pengetahuan/Keterampilan Prasyarat	Berbicara, Menulis-Mempresentasikan
9. Alokasi waktu (menit)	45 menit x 9 JP (135 menit)
10. Jumlah pertemuan	3 Pertemuan
11. Capaian Pembelajaran	Pada akhir Fase F, peserta didik dapat menggunakan teks lisan, tulisan dan visual seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, dan teks otentik dalam Bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya
12. Moda Pembelajaran	Tatap Muka

13. Metode Pembelajaran	Genre Based Approach
14. Sarana Prasarana	Laptop, LCD, Text Book, Internet, Papan Tulis
15. Target Peserta Didik	Peserta didik regular
16. Dimensi P5	• Mandiri: Dapat memahami materi pembelajaran dengan membaca mandiri • Kreatif: Membuat teks dengan ide yang meliputi penggunaan unsur kebahasaan tindakan memberi dan meminta informasi terkait saran, tawaran, dan pendapat dan pikiran. • Berfikir kritis: Mengembangkan dan mengaitkan materi dalam kehidupan sehari-hari.

A. KOMPONEN INTI

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN INDIKASI

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional

2.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya

4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespons ungkapan menyatakan dan merespon ungkapan perasaan dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. TUJUAN PEMBELAJARAN

1. Siswa dapat menentukan tujuan dari ungkapan meminta dan memberi pendapat

2. Siswa mampu menyebutkan ungkapan meminta dan memberi pendapat

3. Siswa mampu mengidentifikasi perbedaan ungkapan meminta dan memberi pendapat
4. Siswa mampu membuat percakapan yang menunjukkan ekspresi meminta dan memberi pendapat
5. Siswa mampu mempraktekkan ungkapan meminta dan memberi pendapat.

9. Lesson Material

Social Function

Maintain interpersonal relationships with teachers, friends, and others

Expressions

ASKING AND GIVING OPINION

1. Asking Opinion

ASKING FOR OPINION	
FORMAL	INFORMAL
Have you got any comments on	What do you think of.....?
Do you have any idea?	What do you think about.....?
Do you have any opinion on.....	What is your opinion?
Would you give me your opinion on.....?	Why do they behave like that?
What is your reaction to	Do you think it's going?
What is your opinion about.....? What are you feeling about.....?	How do you like?
What are your views on.....?	How was the trip?
Please give me your frank opinion?	How do you think of Rina's idea ?

2. Giving Opinion

GIVING OPINION	
FORMAL	INFORMAL
From my point of view	I think I like it.
I think that.....	I don't think I care for it.
What I'm more concerned with.....	I think it's good/nice/terrific..... I think that awful/not nice/terrible.. I don't think much of it.
What I have in my mind is...	In my opinion, I would rather.....

● In general Expressing Asking and Giving Opinion

ASKING	GIVING
What do you think...?	Well, I think
What's your opinion about....?	In my opinion I think.....
How do you feel about...?	I feel that we should.....
What's your reaction to that?	My reaction is that we should.....
Any comments, John?	May I make a comment on that?

The example of dialog that used expressing asking and giving opinion

Aditya : Hey Adit ! Do you know the hot news in our school?

Cinta : Yes, I know. It is about the minimum score, isn't it?

Aditya : Yes, exactly. What do you think?

Cinta : I think it so high. I believe that is bad idea.

Aditya : I don't think so. Precisely with the 70 score, we can go into the University easily with PMDK program.

Cinta : Yes, I know it. But, for everyday it so hard.

Aditya : Maybe, it can be the pole for us to be better than yesterday. I hope we can do it. Although it so hard.

Cinta : Oke. Amin.

10. Assessment

No	Nama	Fluency	Pronunciation	Jumlah	Rata-rata
1	APP	80	85	165	82.5
2	AR	75	75	150	75
3	AN	80	80	160	80
4	ARS	75	80	155	77.5
5	CRS	90	90	180	90
6	CDH	90	95	185	92.5
7	CNS	75	85	160	80
8	CL	80	80	160	80
9	CBNA	70	80	150	75
10	DI	70	70	140	70
11	DK	80	90	170	85
12	EM	75	70	145	72.5
13	FTA	80	80	160	80
14	FAL	95	90	185	92.5
15	GIJ	95	95	190	95

16	HZA	85	95	180	90
17	LRA	80	80	160	80
18	MZK	75	80	155	77.5
19	MNF	85	80	165	82.5
20	MGV	90	90	180	90
21	MDR	75	75	150	75
22	NP	80	75	155	77.5
23	NWW	80	90	170	85
24	PAP	80	85	165	82.5
25	PW	85	85	170	85
26	RSY	80	85	165	82.5
27	RAS	75	90	165	82.5
28	RHK	70	80	150	75
29	RCH	80	85	165	82.5
30	RMF	75	75	150	75
31	SBR	80	80	160	80
32	VIS	85	95	180	90
33	VDAA	75	85	160	80
34	ZYS	80	85	165	82.5
35	ZMA	80	80	160	80

11. Documentation



Picture 1: Interview with the English Teacher of XI-10 SMAN 1 Tegaldlimo



Picture 2: Interview with one of the student XI-10 SMAN 1 Tegaldlimo



Picture 3: Teaching Learning Process in the Classroom



Picture 4: Pair stage in the classroom



Picture 5: Share Stage in the classroom



Picture 6: Game variation in the classroom



Picture 7: Claass of XI-10 SMAN 1 Tegaldlimo



Picture 8: School of SMAN 1 Tegaldlimo