ABSTRACT

Andari, Clarissa Kharisma. (2022). *The Use Of Think, Pair, And Share Teaching Strategy To Enhance The ELESP Students' Speaking Skills.* Yogyakarta: English Language Education Study Program, Universitas Sanata Dharma.

This study focused on students overcoming challenges during online learning, particularly those with difficulties with speaking skills such as confidence, vocabulary, fluency, and critical thinking in speaking courses. The goal of learning to speak is for students to be able to communicate in English. The students had some difficulties mastering the skills of speaking. Therefore, teachers are encouraged to be more innovative when determining approaches to use in the classroom.

This study examines two research questions regarding the occurrence above; (1) How can the Think, Pair, and Share teaching strategy be implemented in speaking class for ELESP students? (2) How effective is the Think, Pair, and Share teaching strategy to enhance ELESP students' speaking skills? Therefore, the researcher focused on finding how the Think, Pair, and Share teaching strategy was implemented and how effective the Think, Pair and Share teaching strategy improved ELESP students' speaking skills.

Two cycles of Classroom Action Research were conducted. Each cycle has four steps: preparing, action, observation, and reflection. Before completing the cycle, the researcher conducted one pre-test, two sessions, and two post-tests. The participants in this action research were Intermediate Listening and Speaking class B students. Twenty-nine students were chosen as research subjects in this study. The researcher uses the average formula to determine whether the hypothesis is accepted or rejected.

The findings of the study showed that using the Think, Pair, and Share strategy in the learning process enhances the speaking skills of ELESP students. The researcher asked the students several questions to implement the Think, Pair, and Share teaching strategy. Then, the students shared and discussed their ideas in groups and shared them in front of the class. The average pre-test score was 73.52, and the average post-test score was 76.00 in the first cycle, highlighting that the average score improved by 2.48. In cycle 2, the average post-test was 78.83, showing 2.83 points increase from the post-test one average score. Also, there was a significant increase between pre-test one and post-test two based on the dependent t-test since the t-value (-11.881) obtained was more significant than df=28 (-2.048 or 2.048) using 0.05 as alpha. In conclusion, implementing the Think, Pair, and Share Teaching Strategy in the learning process was a success and significantly enhanced ELESP Students' speaking skills.

Keywords: *Think, Pair, Share, cooperative learning, speaking skills.*

ABSTRAK

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Penelitian ini berfokus pada bagaimana siswa mengatasi beberapa tantangan selama pembelajaran daring, khususnya bagi mahasiswa yang memiliki kesulitan dengan keterampilan berbicara seperti kepercayaan diri, kosakata, kefasihan, dan berpikir kritis dalam kelas *speaking*. Tujuan dari kelas *speaking* adalah agar mahasiswa mampu berkomunikasi dengan Bahasa Inggris. Para siswa memiliki beberapa kesulitan dalam menguasai keterampilan berbicara. Oleh karena itu, parapendidik didorong untuk lebih inovatif ketika menentukan pendekatan yang digunakan di dalam kelas.

Penelitian ini meneliti dua rumusan masalah mengenai kejadian di atas. (1) Bagaimana strategi ajar *Think, Pair, and Share* diimplementasikan di kelas *speaking* untuk mahasiswa Pendidikan Bahasa Inggris? (2) Seberapa efektif penerapan strategi ajar *Think, Pair, and Share* untuk meningkatkan keterampilan berbicara dari mahasiswa Pendidikan Bahasa Inggris? Oleh karena itu, peneliti berfokus pada bagaimana pendekatan ajar *Think, Pair, and Share* diimplementasikan serta seberapa efektif strategi ajar *Think, Pair and Share* meningkatkan keterampilan berbicara dari mahasiswa Pendidikan Bahasa Inggris.

Terdapat dua siklus pada *Classroom Action Research* yang dilaksanakan. Setiap siklus memiliki empat langkah: persiapan, aksi, observasi, dan refleksi. Sebelum pelaksanaan, peneliti melakukan satu *pre-test*, dua sesi, dan dua *post-test*.Peserta dari *action research* ini merupakan mahasiswa Kelas B *Intermediate Listening and Speaking*. Dua puluh sembilan siswa dipilih sebagai subjek peneliatian dalam penelitian ini. Peneliti menggunakan rumus rata-rata untuk menentukan apakah hipotesis yang ditemukan diterima atau ditolak.

Temuan penelitian menunjukkan bahwa penggunaan strategi *Think, Pair, and Share* dalam proses pembelajaran meningkatkan keterampilan berbicara mahasiswa Pendidikan Bahasa Inggris. Untuk menerapkan strategi pengajaran *Think, Pair, and Share*, peneliti mengajukan beberapa pertanyaan kepada siswa. Kemudian, siswa mendiskusikan ide-ide mereka dalam kelompok dan mempresentasikannya di depan kelas. Rata-rata nilai *pre-test* adalah 73,52, dan rata-rata nilai *post-test* pertama adalah 76,00. Pada siklus I, menunjukkan bahwa rata-rata nilai meningkatsebesar 2,48. Pada siklus 2, rata-rata *post-test* kedua adalah 78,83, menunjukkan peningkatan 2,83 poin dari rata-rata nilai *post-test* pertama. Juga, ada peningkatan yang signifikan antara *pre-test* pertama dan *post-test* kedua berdasarkan *t-test* dependen karena nilai t (-11,881) yang diperoleh lebih besar dari df=28 (-2.048 atau2.048) menggunakan 0,05 sebagai *alpha* . Kesimpulannya, penerapan Strategi Mengajar *Think, Pair, and Share* dalam proses pembelajaran berhasil dan secara signifikan meningkatkan keterampilan berbicara mahasiswa Pendidikan Bahasa Inggris.

Kata kunci: *Think, Pair, Share,* pembelajaran kooperatif, keterampilan berbicara.