Students' Perception of Think-Pair-Share (TPS) Strategy Implementation in English Speaking Class

A Skripisi

Submitted to Language Education Faculty as a Partial Fulfillment of the Requirements for the Degree of *Sarjana Pendidikan*

Written by:

Yasmin Nirmala

20170810007

English Language Education Department

Faculty of Language Education

Universitas Muhammadiyah Yogayakrta

2021

Statement of Work's Orginality

I am a student with the following identity:

Name	: Yasmin Nirmala
NIM	: 20170810007
Program Study	: English Education Department
University	: Universitas Muhammadiyah Yogyakarta

I honestly state that undergraduate thesis with title *Students' Perception of Think-Pair-Share (TPS) Implementation in English Speaking Class*, which I wrote, does not contain the work of other people, except those cited in quotations and references are quoted in accordance with ethical standards of scientific paper.

Yogyakarta, October 18th, 2021

Yasmin Nirmala

20170810007

Acknowledgement

Alhamdulillah, all praises to Allah SWT who has given me His blessing and mercy. So, I finally can finish this under graduated thesis with title "Students' Perception of Think-Pair-Share (TPS) Implementation in English Speaking Class".

I present this thesis to my greatest family for the support, appreciation, and thankfulness. Also this study would never be done without help and contribution from these people. I thank to my dad, my sister, my brother who always support and remind me to finish this research. Their prayers are the best weapon to defeat this difficulty.

The next appreciation and thankfulness are belongs to Mr. Endro Dwi Hatmanto as my skripsi supervisor. This study would never be done without his guidance. I also thank to Mr. Endro for his approval and support in doing this study.. Also I would thank to my Defense examiner Mr. Andi Wirantaka and Mrs. Mariska Intan Sari for suggestions and recommendations in finishing this study. I feel blessed to study at this English Education Department with the amazing lecturers. Thousand thanks are belongs to the all lecturers in EED for teaching and giving the kindness in my study program.

Doing this thesis, surely I get assistance of the participants. In this ocassion I'd like to thank to them that cannot mentioned here who have contributed sharing their valuable ideas indeed my research. Next, I would thank

to the Wacana friends. You are guys amazing, lucky I am to have a friends like you. Very happy to sit next to you and have a nice conversation and joke. I also thank to my bestie Annisa Nursafitri. Once again thank you very much for the all helps, contributions, supports to the all people in my live.

Last but not least, I wanna thank me, for believing in me, for doing all this hard work, for having no days off, for never quitting, for just being me at all time.

Table of Content

Title Page i

Approval Sheet ii

Statement of Work's Orginality iii

Motto iv

Acknowledgement v

Table of Content vii

Abstract x

Chapter One 1

Introduction 1

Background of the research 1

Identifications of the problem 5

Delimitation of the problem 6

Research Questions 7

Objectives of the problems 7

Significance of the research 7

Outline of the research 8

Chapter Two 10

Literature Review 10

Definition of Think-Pair-Share Strategy **10**

Steps in Implementing Think-Pair-Share Strategy **10**

Differences between Think-Pair-Share (TPS) Strategy Implementation in Speaking with Reading, and Writing Skill **11**

The benefits of Think-Pair-Share (TPS) Strategy **13**

Review of Related Studies **15**

Conceptual Framework **17**

Chapter Three 19

Methodology **19**

Research Design **19**

Research Participants **20**

Research Setting **21**

Data Collection Method **21**

Data Collection Instrument **22**

Data Collection Procedures **23**

Data Analysis **23**

Chapter Four 26

Finding and Discussion **26**

Differencces between Think-Pair-Share (TPS) Strategy implementation in speaking skill with reading, and writing skill based on the ELED students' perception **26**

Differences in Terms of Focus in the Implementation of the Think-Pair-Share (TPS) Strategy **29**

Differences in Terms of Results in the Implementation of the Think-Pair-Share (TPS) Strategy **31**

Differences in Terms of Students' Emotion in the Implementation of the Think-Pair-Share (TPS) Strategy **32**

The benefits in the implementation of Think-Pair-Share (TPS) Strategy in speaking based on the ELED students' perception **35**

Students can interact with others and build a new relation. **35**

Students build a critical thinking. **36**

Students express the opinion bravely. **37**

Students increase self-confidence. **38**

Chapter Five 40

Conclusion and Recommendation **40**

Conclusion **40**

Recommendation **42**

References **43**

Interview Guidelines **48**

Appendix **51**