

ABSTRAK

NUR AISYAH, 2025. "IMPROVING EFL STUDENTS' SPEAKING SKILLS THROUGH COOPERATIVE LEARNING: THE THINK-PAIR-SHARE TECHNIQUE". *Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya.*

Penelitian ini mengadopsi desain Penelitian Tindakan Kelas (PTK) dengan pendekatan campuran (mixed method) yang dilaksanakan dalam dua siklus. Partisipan penelitian adalah seluruh siswa kelas XI di sekolah tersebut. Data dikumpulkan melalui tes berbicara (analisis kuantitatif) untuk mengukur peningkatan skor, dan observasi kelas (analisis kualitatif) untuk mengamati perubahan perilaku dan interaksi siswa selama proses pembelajaran. Hasil penelitian menunjukkan bahwa implementasi teknik TPS berhasil secara signifikan meningkatkan keterampilan berbicara siswa, dibuktikan melalui data kuantitatif dan kualitatif. Secara kuantitatif, terjadi peningkatan skor rata-rata yang stabil dari Pre-Test (77.5) ke Post-Test Siklus 1 (81.6), dan mencapai kriteria keberhasilan pada Post-Test Siklus 2 (87.0). Peningkatan kumulatif sebesar 9.5 poin ini mengonfirmasi efektivitas TPS dalam mengembangkan seluruh aspek berbicara (fluency, pronunciation, vocabulary, grammar, dan comprehension). Secara kualitatif, temuan menunjukkan bahwa tiga fase TPS (Think, Pair, Share) berhasil menciptakan lingkungan belajar yang suportif dan interaktif yang mendorong partisipasi aktif dan komunikasi. Dengan demikian, TPS disimpulkan sebagai strategi pembelajaran kooperatif yang efektif untuk mengatasi tantangan siswa dalam keterampilan berbicara.

Kata kunci: *Kemampuan Berbicara, Belajar Kooperatif, Teknik Think-Pair-Share*

ABSTRACT

NUR AISYAH, 2025. "IMPROVING EFL STUDENTS' SPEAKING SKILLS THROUGH COOPERATIVE LEARNING: THE THINK-PAIR-SHARE TECHNIQUE". English Education Department, Faculty of Educational Sciences and Teachers' Training, Universitas Siliwangi, Tasikmalaya.

The study aims to empirically investigate and describe how the implementation of the Think-Pair-Share (TPS) technique can improve students' speaking skills. This study employs a Classroom Action Research (CAR) design using a mixed-method approach, conducted over two cycles. The participants were all eleventh-grade students at the research location. Data were collected using speaking tests (quantitative analysis) to measure score improvement, and classroom observation (qualitative analysis) to examine changes in student behavior and interaction during the learning process. The research findings indicate that the implementation of the TPS technique successfully and significantly improved students' speaking skills, as evidenced by both quantitative and qualitative data. Quantitatively, a consistent score increase was observed from the Pre-Test (77.5) to the Cycle 1 Post-Test (81.6), successfully reaching the pre-determined mastery criterion in the Cycle 2 Post-Test (87.0). This cumulative increase of 9.5 points confirms the effectiveness of TPS in developing all speaking aspects (fluency, pronunciation, vocabulary, grammar, and comprehension). Qualitatively, the findings show that the three phases of TPS (Think, Pair, Share) created a supportive and interactive learning environment that encouraged active participation and communication. Thus, TPS is concluded to be an effective cooperative learning strategy for overcoming students' challenges in speaking skill.

Keywords: Speaking Skills, Cooperative Learning, Think-Pair-Share Technique.