

THESIS

**A STUDY ON THE USE OF THINK PAIR SHARE TECHNIQUE
IN IMPROVING SPEAKING ABILITY OF THE EIGHTH
GRADE STUDENTS OF SMPK ST. THERESIA KUPANG
IN THE SCHOOL YEAR 2017/2018**



**DENSRI YULITA TANENOFUNAN
REG.NO. 12113003**

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**DENSRI YULITA TANENOFUNAN
REG. NO. 121 13 003**

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Approved by

Advisor I

Advisor II



Dr. Damianus Talok, MA



Yohanis Nurak Siwa, S.Pd. M.Pd






Acknowledge by
Head of English Education Study Program
Teacher Training and Educational Sciences Faculty
Widya Mandira Catholic University
Kupang



Dr. Drs. Kletus Erom, M. Hum

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Board of examiners

No.	NAMES	POSITIONS	SIGNATURES
1	Dr. Damianus Talok, MA	Chairman	
2	Yohanis Nurak Siwa, S.Pd. M.Pd	Secretary	
3	Dr. Drs. Kletus Erom, M. Hum	Examiner I	
4	Maria Goreti Djehatu, S.Pd. M.Pd	Examiner II	
5	Dr. Damianus Talok, MA	Examiner III	

Acknowledged by

Dean of FKIP of UNWIRA
Kupang



Dr. Damianus Talok, MA.

Head of English Educational Study
Program of FKIP UNWIRA Kupang



Dr. Drs. Kletus Erom, M. Hum

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Kupang, May 2018

The writer

MOTTO

Life is like riding a bicycle, to keep your balance you must keep moving

(Densri Yulita Tanenofunan)

DEDICATION

This Thesis is particularly dedicated to my beloved:

- **Parents : Melkias Tanenofunan and Elisabeth Tanenofunan**
- **Brothers and Sister :Marco, Aldo and Fitri**
- **Daughter Petricia Tanenofunan**
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ABSTRACT

This study is entitled ‘**A Study on the Use of Think Pair Share Technique in Improving Speaking ability to the Eighth Grade Students of SMPK St. Theresia Kupang in the School year 2017/2018**’. The study is conducted to answer the following questions: (1) Does the use of Think Pair Share technique improve speaking ability to the eighth grade students of SMPK St. Theresia Kupang in the school year 2017/2018? (2) What is the speaking ability level of the eighth grade students of SMPK St. Theresia Kupang after they are taught using think pair share? This study is limited in three aspects as proposed by Hughes in terms of Grammar, Vocabulary, and Pronunciation. This study was classified as Classroom Action Research (CAR). This study was conducted in two cycles. It consists of: planning, acting, observing, and reflecting. The instruments used in this study are pre test, classroom performance, and post test. Based on the analysis of data, the writer concludes that (1) think pair share technique is improve the speaking ability of the eighth grade students of SMPK St. Theresia Kupang and (2) there are significant differences in the results of teaching speaking by using think pair share technique. They are as follows. The students’ level of speaking in the pre-test is **below average (2.66)** while in the post-test 1 the level is **above average (4.51)** and in the post- test 2 the level is **above average (5.27)** with 0.76 higher than the result of post –test 1. The pre- test was given before applying think pair share technique in teaching speaking, while post-test was given after applying think pair share technique in teaching speaking. Based on the results of the study the writer would like to propose some suggestions as follows: 1) The English teacher of the researched school should pay attention to students’ needs and characteristic by giving them think pair share technique to make them easier to speak English. 2) The English teacher should be more serious in helping the students to develop their speaking skills in some aspects such as grammar, vocabulary and pronunciation of the sentence that the students make.

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