

## ABSTRACT

### **Nurhidayah, Lutfiyanti. 2019: Using Think-Pair-Share Technique to Enhance EFL Students' Interaction.**

In the 2013 curriculum, teachers should motivate students to become active in teaching learning process by their interaction with other students. One of the indicators of students being active in teaching process is selecting the appropriate technique in the classroom. Think-Pair-Share (henceforth TPS) technique is one of the cooperative learning strategies that accumulate some activities to improve students' interaction, to encourage students to think and participate actively in the classroom and to exchange ideas with other students. Therefore, this technique which is first developed at Maryland University by Frank Lyman (1981) has three main students' activities.

This research is aimed: (1) to find the process of using Think-Pair-Share technique to enhance EFL students' interaction, and (2) to find out the students' responses on the use of Think-Pair-Share technique to enhance their interaction.

By using descriptive study with purposeful sampling, the researcher focuses on investigates the process of using TPS technique to enhance EFL students' interaction at junior high school in Bandung. The participants of this research were nine students of eight-grade at SMP Negeri 1 Cileunyi Bandung. The data were obtained from the observation in two meetings, questionnaire, and interview. The data analysis was presented by describing the result of the process in observation and students' responses of TPS technique toward their interaction.

The result of using TPS technique to enhance EFL students' interaction showed: (1) TPS technique is suitable technique at a junior high school that deliver some activities in teaching and learning process to increase students' interaction. Students were enjoyed when doing think, pair, and share activities until finish their task. (2) Students' responses of using TPS technique were the domination of positive responses which students said toward some activities could enhance their interaction and improve speaking habits. Students were interested in discussing the materials with their partner during the learning process.

In conclusion, this research shows that the process of TPS technique was preferred by students and predicted to enhance students' interaction in the teaching and learning process. In addition, this technique was related positively in cognitive process, social process, and functional analysis also encourage students' confidence in speaking. This research is recommended for those who want to develop appropriate students' interaction based on speaking performance to make sure that students have a speaking habit.