

ABSTRACT

Rahayu, 2021 Enhancing Students' Speaking Competency with Think-Pair-Share (TPS) Activity.

(pre-Experimental Study at 8th Grade Students of SMP Muslimin Panyawungan)

This research attempts to explore the implementation of think-pair-share activity with its affection to students' speaking competency. It investigates the improvement of the students' speaking competency towards the think-pair-share activity in their speaking class. This research was galvanized by some students in SMP Muslimin Panyawungan who still lack speaking competence. The Think-Pair-Share (TPS) activity was selected as the teaching activity to counter this matter. This research aims to find the result of students' speaking competency before and after implementing the think-pair-share activity. In particular, it measured how this method could flourish the significant differences in between.

This research adapted a quantitative research method with a pre-experimental approach to finding the significant difference between students' speaking competency before and after implementing the think-pair-share activity. The quantitative approach was used to collect numerical data and then to conclude it to a group of people or to describe certain phenomena (Creswell, 2009). This is a pre-experimental study involving eighth-grade students of SMP Muslimin Panyawungan, Bandung. Relying on pretest, treatments, and posttest to collect data, this research involved 15 students of class VIII-A as an experimental group presented to TPS activity in enhancing students' speaking competence.

The findings showed that there was an advance from the mean score of pretest and posttest. The mean score of the pretest emerged from 52.27 with poor category to 69.47 with fairly enough category with the improvement score of 17.2. Calculating the pretest and posttest mean score assumed that the TPS activity could improve students' speaking competence. The result of paired samples test presents that the t_{count} was 13.969, while t_{table} for $\alpha = 5\%$ (0.05), $df\ 14 = 2.144$. It concluded that the t_{count} is higher than the t_{table} . Consequently, in the hypothesis of paired sample t-test, the null hypothesis is accepted. Hence, the improvement is in the average based on the index gain score, which was 0.48. It implies that the score is higher than 0.3 ($0.48 > 0.3$). Thus, the improvement of students' speaking competence using TPS activity is average.

The results found that the TPS activity gives an attachment to students' speaking competency. The researcher recommends that this activity can be helpful for students in learning English to improve their speaking competence. For English teachers can implement this activity in teaching speaking competence.

Keywords: *Think-Pair-Share activity, speaking competence*