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## CHAPTER IV FINDINGS AND DISCUSSION

This chapter presented about the research findings and its discussion from the gathered data which was analyzed by using qualitative method. It describes the findings and the results of the research emphasizing the implementation of TPS in teaching reading and speaking at Language Development Center in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Then, this chapter presented the findings to answer three research questions as mentioned earlier in chapter 1 on the formulation of the problem. Those questions are as follows:

1. How is the implementation of Think Pair Share (TPS) technique in teaching reading?
2. How is the implementation of Think Pair Share (TPS) technique in teaching speaking?
3. What are the students' responses to the implementation of Think Pair Share (TPS) technique in teaching reading and speaking?

To find out the answers of the research questions above, the data were collected by observing the activity of the teaching and learning process, taking field- note, and interviewing. All of the data were analyzed to know the implementation of Think Pair Share (TPS) in teaching reading and speaking, and students' response to the implementation of Think Pair Share (TPS) technique at the Language Development Center of State Islamic University Syekh Ali Hasan

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Ahmad Addary Padangsidimpian. The process of getting data can be seen in table 4.1 below:

**Table 4.1**  
**Data Collection Method and Sources of Data to Answer Research questions**

No.	Research Question	Data Collection Method	Source of Data
1.	The implementation of Think Pair Share (TPS) technique in teaching reading (Research Question No.1)	1. Observing the activity of the teaching and learning process. 2. Interviewing to the lecturer 3. Document	Two English classes  Two lecturers from room 26 and 29  Syllabus and Lesson plan
2.	The implementation of Think Pair Share (TPS) technique in teaching speaking (Research Question No.2)	1. Observing the activity of the teaching and learning process. 2. Interviewing to the lecturer 3. Document	Two English classes  Two lecturers from room 26 and 29

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			Syllabus and Lesson Plan
3.	Students' responses to the implementation of Think Pair Share (TPS) technique in teaching reading and speaking (Research Question No.3)	<ol style="list-style-type: none"> <li>1. Observing the activity of the teaching and learning process.</li> <li>2. Focus group interview with students</li> </ol>	Two English classes  four students from room 26 and four students from room 29

Based on the table above, it could be seen that the first research question was about the implementation of TPS in teaching reading that was collected by classroom observation and interview. Then, the second research question was about the implementation of TPS in teaching speaking that was taken by observation and interview, and the last was about students' responses to the implementation of Think Pair Share (TPS) technique in teaching reading and speaking was taken by observation and interview. For more detail description about the research finding is presented below.

### A. Findings

This part provides more detail description about the collected data from the resources and participants. In this research, the data are gotten from classroom observation, interview, and document analysis. Researcher chose

classroom observation as the first instrument to get the data about the implementation of Think Pair Share (TPS) in teaching reading and speaking, and the students' response to the implementation of Think Pair Share (TPS) technique in teaching reading and speaking. In this observation, the researcher acted as a non-participant observer. In the other words, the researcher did not participate in the teaching-learning process while making the observation.

For this observation, the researcher captured the teaching-learning process in few photographs, and field notes also used to add some information related to the implementation of Think Pair Share (TPS) in teaching reading and speaking, and the students' response to the implementation of Think Pair Share (TPS) technique in teaching reading and speaking. Therefore, a narrative account and a table of the observation's findings would be provided. The narrative account about students' responses would be referenced to Azwar's theory. He says that there are 3 types of students' responses which are cognitive, affective, and conative responses.

The researcher described the findings of this research by using those types of responses. In this research, the first result was collected through classroom observation. The participants were students in the second semester. They are room 26, and 29. The total number of classroom observations is two classes which consist of 26 students per each class. From the two classes, all the students are 52 students. All of them were chosen as the participants in classroom observation. Researcher observed the two classes in different day

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by taking her seat next to the door of the class in order that the presence of the researcher did not disturb the teaching and learning process. The frequency of the observation was related to the topic taught in the class. The researcher followed the class from the beginning until the end of the class.

In this finding, the first observation was done in Mrs. HM's class who teaches in room 26. The observation was held for three days. The first day is on 31<sup>st</sup> May 2023, the second was on 5<sup>th</sup> June 2023, and the last day was on 6<sup>th</sup> June 2023. When the researcher did observation in her class, the class was discussing topic about *Home comfort* for the first day, *Journeys* for the second day, and *Stress* for the last day.

Next, the researcher observed Mr. AHD's class who teaches in room 29. The observation was held for three days. The first day was on 7<sup>th</sup> June 2023, the second day was on 8<sup>th</sup> June 2023, and the last was on 9<sup>th</sup> June 2023. When the researcher did observation in his class, the class was discussing *Office worker flip flops out of a job* for the first day, *English as an international language* for the second day, and *Liars* for the last day.

All of the classroom observations took 100 minutes for each day. However, the researcher only took pictures about the implementation of Think Pair Share (TPS) in teaching reading and speaking and some notes about the students' responses.

Moreover, an interview was the second instrument that the researcher applied. It was supposed to eight students from two classes. The researcher nominated four students from each classroom. For this interview,

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the researcher chose male and female students. This interview was conducted after doing classroom observation which was recorded by smart phone and transcribed into words and then analyzed it using thematic analysis. Finally, the findings were compared to the theories discussed in chapter II to support the data analysis. The result of the class observation and interview about the implementation of Think Pair Share (TPS) in teaching reading and speaking in room 26, and 29 are shown in narrative.

The last instrument was document analysis. The documents were curriculum and syllabus of Language Development Center of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan and lesson Planning is used by the lecturers. The researcher could see from curriculum and syllabus that Language Development Center of UIN SYAHADA uses Think Pair Share (TPS) as the method of teaching speaking and reading. In lesson planning of the two lecturers, the researcher could see that both of them use Think Pair Share (TPS) in teaching reading and speaking. Finally, the findings were compared to the theories discussed in chapter II to support the data analysis. The result of the class observation, interview, and document about the implementation of Think Pair Share (TPS) in teaching reading and speaking in room 26, and 29 are shown in narrative.

### **1. The implementation of Think Pair Share (TPS) in teaching reading**

Based on the result of analysis, it was found that both of the lecturers use TPS in teaching reading. They used a text from English textbook that is used in teaching and learning process in UIN

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SYAHADA. TPS is used by the lecturers appropriate with the steps from the theory that has mentioned in chapter 2. There is no different between the ways of using TPS by Mrs. HM and Mr. AHD.

#### a. The Implementation of TPS in Reading by Lecturer in room 26

The first classroom observation was done in Mrs. HM's class who teaches in room 26. Based on the result of observation in three days, Mrs. HM used TPS as the method in teaching reading. She did reading first and then speaking after reading activity. For the first day, she started with eliciting by giving some questions to build the vocabulary. This finding is related to field note of observation below:

##### Minutes 11-20

Alright , now you can open your book on page 43 “have you ever bought anything in places like these? Are those places like where you live? What can you see in both photos?” the lecturer elicits the Ss” answers on the whiteboard (building the students” vocabulary).

*(Classroom Observation with Mrs. HM, 31<sup>st</sup>/May/2023)*

Then, she asked the students to read the text for three minutes, gave the task to students, the tasks were sentences order and retelling the story. Next, the teacher asked students to think for the answer. This finding is related to field note of observation below:

##### Minutes 21-29

The lecturer ask the students to open the book on pages 43, the text is about Home Comfort. “ok everyone , now open your book page 43, read the text three minutes. The students answer “yes Mom”. The teacher says “time is over to read now I will ask you to think by yourself in three minutes. Put the events in the correct order and retell the

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what happend in Home comfort?” the students ask “Can we discuss with my friends Mom? The lecturer answers “No, you cant, in four minutes you only THINK by yourself” they replay “alright Mom”.

*(Classroom Observation with Mrs. HM, 31<sup>st</sup>/May/2023)*

After that, the lecturer asked students work in pair to discuss the answer. This finding is related to field note of observation below:

**Minutes 30-38**

The lecturer say “wonderfull, now it’s time to discuss those task with your friend next to you, do you discuss with yourself? The students replay “No Mom, we discuss with partner or pair” “great job my lovely students, I give you five minutes to discuss the randomize events and what happend in the text in PAIR.

*(Classroom Observation with Mrs. HM, 31<sup>st</sup>/May/2023)*

Next, the lecturer asked students to work in groups and discuss their answer. After sharing in groups, the lecturer asked students to present their answer in front of the class. This finding is related to field note of observation below:

**Minutes 39-55**

The lecturer ask the students to work in group of four to discuss the randomize events. “my lovely students, do you have the same answers or idea? “yes Mom” “wow, exellent, well now sit down with your group , the group is consist of four students and you can SHARE your answers to your group in five minutes. The teacher give the appresiation to all the students “well done my dear students, you did it. OK now one from one group tell to the class in front of the class the correct order of event and what happend in te text of Home Comfort, I will choose from each group, before I choose who wanna be a volunteer? Anyone?” ok good student F please, all your answers are fabulous, thanks”.

*(Classroom Observation with Mrs. HM, 31<sup>st</sup>/May/2023)*

After sharing in front of the class, the lecturer continued to speaking activity with using Think Pair Share technique. The researcher found



two activities in lesson plan which were not used in the class because of the time limit. The activities were grammar activity and listening to recording. The grammar activity was completing the text with had to, did not have to, could or could not.

On the second day, as usual the lecturer began the lesson with warmer activity to get the students' attention and focus in learning. In reading, the lecturer began the activities with showing a picture of beach, and giving eliciting questions about holiday because the text was about journey. This finding is related to field note of observation below:

#### **Minutes 11-16**

The lecturer shows a beach picture . Where is it? The students say “sibolga” “that’s a good answer. And then, she asks the students “Do you like holiday? Where did you go last holiday? What did you see? What did you buy? How did you feel?” the lecturer call one students to answer those questions “Thanks a lot Mom, well I will answer your question, I really like holiday, I went to Jogjakarta with my family to attend my sister’s graduation, I saw many kinds of destination, one of them is Malioboro, I bought some jewelries, keyrings, bags and souvenirs, I was extremely interested. The lecturer give applause to the volunteer “ thanks dear you have told your holiday to us, great job”.

*(Classroom Observation with Mrs. HM, 5<sup>th</sup>/June/2023)*

After that, the lecturer wrote some tasks on the board based on the text. The tasks were answering the questions and finding the phrasal verbs. The lecturer asked students to think of the answers by reading the text individually. The students were given four minutes to think. This finding is related to field note of observation below:

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**Minutes 17-24**

The lecturer write two questions on the board “1. Why did the lawyer decide to cycle around South America? 2. “Why is he dresses as a clown in the second photo?” 3. Find the prasal verbs on the text. the lecturer read the questions and ask the students individually THINK of all questions by reading the text about JOURNEYS. “Are you going to think with group?” the students replay “No Mom, we think with myself” excellent, you have 4 minutes GO”.

*(Classroom Observation with Mrs. HM, 5<sup>th</sup>/June/2023)*

Next, the lecturer asked the students to work in pairs and discuss the answer. It can find in field note observation below:

**Minutes 25-30**

The lecturer says “ hi eveyone, time is over for thinking individually, now find your partner, discuss with your partner about three questions on the board, do you get my point” the students answered “yes Mom, we understand”

*(Classroom Observation with Mrs. HM, 5<sup>th</sup>/June/2023)*

After that, the lecturer put students into groups and asked them to share the answer in groups. After sharing in group, the lecturer asked students to share their answer in front of the class.

This finding is related to field note of observation below:

**Minutes 31- 45**

The lecturer says “ok everyone now move to group of four please, SHARE your answer to your group, you have five minutes to share and after that you can present your answers in front of the class. “who wanna be a volunteer to present the asnwer in front of te class? ok I will call one from one group” ‘ok Mom”

*(Classroom Observation with Mrs. HM, 5<sup>th</sup>/June/2023)*

After sharing the answer to the whole class, the lecturer went to the speaking activity. In the lesson plan, the researcher found an activity which was not used by the lecturer because of time limit. The activity was grammar about present perfect and past simple by telling about their last journey.

On the last day of observation in Mrs. HM's class, the reading topic was stress. The lecturer began eliciting by miming the expression of stress. It can be seen from the field note observation below:

#### **Minutes 11-20**

The lecturer mime the expression of stress and she ask to the students "look at my face, am I happy or stress?" the students answer " you are not appy mom but you are stress, haha" ok dears now we will study About reading, the topic is about stress. I will ask you " how often do fell stress and why?" she ask the volunteers to tell in front of the class " ok my friends I always fell stress because I have the same thing doing everyday" the other students says"I never feel stress because I always have positive thinking if I have problems I buy the food I like and my mood will be better" "well done my wonderful students"

*(Classroom Observation with Mrs. HM, 6<sup>th</sup>/June/2023)*

Then, the lecturer asked students to look at the pictures on the text. After that, the lecturer wrote some questions on the board and asked students to think of the answers. After a few minutes, the lecturer put students in pairs. The students shared the answer with their partner. After sharing with partner, the students shared their

answer in group and finally they shared the answer in front of the class. This finding is related to field note of observation below:

#### **Minutes 21-35**

now look at your textbook on page 28. Look at the pictures, what do they feel? All the students say “STRESS” great answer. Now I will give you four minutes to THINK about “is stress an illness? Why? What can cause of stress based on the text? The lecturer monitored the students in pairs who are sharing their opinion. “alright, now pair one and two are discussing together in group, pairs three and four are one group, and the next pair five and six, pair seven and eight, pair nine and ten, pair eleven and twelve, and the last pair thirteen and fourteen. The lecturer explains that the students discuss the questions in group, after that one from each group share their answer to the whole class. the lecturer give feedback and give the appreciation to the students because they have done it. “wow amazing answers, you must do it often speak up in front of many people so you can be easy to share your idea my lovely students”

*(Classroom Observation with Mrs. HM, 6<sup>th</sup>/June/2023)*

After sharing in front of the class, the lecturer continued to speaking activity. In the last day, the lecturer could apply all the activities from lesson plan.

Based on observation for three days in room 26, the researcher found that the lecturer always got around the classroom and came to the students to control and helped them solving their problem about the lesson, like using vocabularies, stressing, the use of complete answer, and gave more explanations about the task. This was the lecturer’s particular treatment on the students – that she

helped the students individually if they had a trouble understanding the task during the class activity.

#### b. The Implementation of TPS in Reading by Lecturer in room 29

The second classroom observation was done in Mr. AHD's class who teaches in room 29. Based on the result of observation in three days, Mr. AHD used TPS as the method in teaching reading. He did reading first and then speaking. For the first day, the lecturer began the class with greeting. After that, he began reading activities with eliciting questions about the topic. It was about office worker flip flop. After that, the lecturer wrote some questions based on the text. Next, students read the text and think about the answer. Then, the lecturer put students in pairs and asked them to discuss the answer. This finding is related to field note of observation below:

##### Minutes 12-25

“can you wear flip flop in your office to work? The students say ‘no Sir’ so what should you wear to the office as a worker? The students say ‘you must wear uniform or suits, shoes, tie and other . ok now I will give you three question to understand and you must tell to your friends after discussion. The questions are 1. Do you agree with Mr. Dale or his company?2. what do you think are the most suitable clothes for work in an office? 3. Are there any rules in your country about what you can wear to work? Ok read te text individually in four minutes individually, go’ after four minutes go, the lecturer ask te students to discuss in pair ‘all my clever students you must find your partner to discuss the text to answer those questions. ‘the students replay ‘ok Sir we will discuss’

*(Classroom Observation with Mr. AHD, 7<sup>th</sup>/June/2023)*

Then, the lecturer asked students to work in group and share the answer. After a few minutes sharing, the lecturer asked students to present their answer in front of the class. This finding is related to field note of observation below:

#### **Minutes 26-40**

The lecturer stop pairs activity. 'ok my students, now do you have same idea? Some of the students say yes and some of tem say no. So, the lecturer ask the students to discuss in groups for six minutes. 'well, you have discussed the answers, but now you must discuss in group after that choose one of you from your group to present your idea. 'ok guys time is over to discuss, now it's time to share to our class. group one please' ok thanks a lot dear your idea is great, te next group until finish. Finally the lecturer give feedback to all te students.

*(Classroom Observation with Mr. AHD, 7<sup>th</sup>/June/2023)*

After sharing in front of the class, the lecturer continued into speaking activity. In lesson plan, the researcher found an activity which was not used by the lecturer because of timing. The activity was completing the languages by putting the missing letters in the spaces.

On the second day, the lecturer began the lesson with a warmer to increase students' attention and focus to learn. After that, the lecturer began reading process with eliciting the topic by giving questions. After that, the lecturer wrote some questions to think. The students thought the answer by reading the text. It can be seen from the field note observation below:

#### **Minutes 23-30**

The lecturer asks the students, “do you know American and British English?” the students replay “yes Sir but we still dont understand”, ok now please open your textbook on page 56, the title is English as an International Language-no problem, OK?” The students open the textbook and the teacher give three question to THINK, the questions are 1. What kind of English do you find it easier to understand? 2. Is it better to learn American or British English? Does the writer think that it is better to learn American and British English? The lecturer give four minutes to THINK all the questions.

*(Classroom Observation with Mr. AHD, 8<sup>th</sup>/June/2023)*

Then, the lecturer put students in pairs and asked them to share the answer with their partners. After sharing with their partner, students shared the answer in group. Finally at the end of reading activity, the lecturer asked students to share their answer in front of the class. This finding is related to field note of observation below:

#### **Minutes 31-47**

The lecturer give the appresiation to the students ‘thanks my students you have thought for four minutes, now we are going to discuss the answers and your opinion in pairs and groups, one two you are partner, one two, one two, until all te students have their pairs. In pairs, your are going to discuss the three questions with your partner for five minutes, after that pair 1 and pair two, you are one group now, and the next, in group you can share your opinion and your answers” So all the students must share their answers in groups for five minutes also. The lecturer monitored the process and ask the students to be active in pair and groups. “wow you are really active students” the lecturer nominate the students from groups to speak in front of the class about what are their opinion and their answers about the three questions. The lecturer is really happy and says”great job my students well done, you can speak in English

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very well, who is still shy ok now force your self to be self confident to speak up in front of many people”

*(Classroom Observation with Mr. AHD, 8<sup>th</sup>/June/2023)*

After sharing in front of the class, the lecturer continues to speaking activity. In lesson plan, the researcher found that there was an activity which was not used by the lecturer. It was drilling vocabulary about country and nationality.

On the last day of observation in Mr. AHD’s class, he began the class with “eleven game” as a warmer to increase students’ motivation to learn. It can be seen from the field note observation below:

**Minutes 09-15**

The lecturer give the warmer ELEVEN GAME. The lecturer ask to all the students to stand in circle. The lecturer say one, the next students in right say two, next to the right three and who got eleven number she/he go out of the circle

*(Classroom Observation with Mr. AHD, 9<sup>th</sup>/June/2023)*

The topic for the last day was about liars. The lecturer elicited the topic with reminding students about Pinokio movie. It can be seen from the field note observation below:

**Minutes 16-22**

The lecturer ask the students “do you know about Pinocchio? “yes Sir” ok “why does Pinocchio has long nose? Some of the students answer “because he is lying Sir? “well done, ok I will ask you ‘do you often lying? Sometimes Sir, ok wen you are lying is your nose longer, the students replay hahaha no Sir. What do you lye about and who are you lying to? The



students say I lye to my mother, when my mother ask me do you still have money? I will say no Mom, would you like to give me more” the lecturer says “wow great answers, ok who will speak next?  
(*Classroom Observation with Mr. AHD,*  
*9<sup>th</sup>/June/2023*)

After that, the lecturer asked students to read the text. Next, students work in pairs to share the answer. After sharing in pairs, the lecturer asked students to share the answer in groups. Finally, the lecturer continued the last process of reading activity by asking students to present their answer in front of the class. This finding is related to field note of observation below:

#### **Minute 23-40**

The lecturer ask the students to open the textbook on page 61. “ok my students please open your textbook on page 61, what is the title? LIARS Sir, “greta job, ok now I will give some questions. 1. Wo do you tink the man speak to and no.2. is he speaking honestly, why? What are the characteristics of lying? For the first session you must tink by your self individually about both questions. The students ask to the lecturer “how long do we need to discuss Sir?” ok you have three minutes to think the questions. Four minutes is over. The lecturer continue the teaching and learning process by asking the students to find their partner. “well, now you can choose your friend to be your partner. After that discuss those questions in pairs for four minutes. ‘do you have same answers? Ok now you can share your answers in group, “one, two, three, four, you are one group, one two three four, you are one group, untill the students have their groups each other. “in groups, you must share your ideas,your opinion, or your answers for six minutes’ the lecturer monitored the class and motivate them to be active in sharing the questions. Finally, the lecturer nominate one from one group to speak in front the class to share their answers. “thanks a lot my dear students you did

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it” the students reply “Alhamdulillah you are welcome Sir”

*(Classroom Observation with Mr. AHD, 9<sup>th</sup>/June/2023)*

After presenting the answers, the lecturer continued to speaking activity. In lesson plan, the researcher found that there was an activity which was not used by the lecturer because of timing. The activity was underlining the word or phrases.

Based on the three days of observation in Mr. AHD’s class, the researcher found that he used the same steps in implementing the Think Pair Share technique. Mr. AHD also monitored the students’ work. He helped the students to solve their problem like vocabularies, motivation for students to speak, giving more explanation about the task, giving appreciation to students’ work.

## **2. The implementation of Think Pair Share (TPS) in teaching speaking**

Based on the observation, the researcher found that both of the lecturers used the same process in implementing Think Pair Share in teaching reading and speaking. Both of them did reading first, and continued with speaking activity. They both used thinking individually first, then pairing, and the last sharing with partners, groups, or whole class.

### **a. The Implementation of TPS in Speaking by Lecturer in room 26**

The first classroom observation was done in Mrs. HM’s class. On the first day, after reading activity, the lecturer continued to

speaking activity. The lecturer asked students to think what they understand about the text which they read before. This finding can be found in field note observation below:

#### **Minutes 56-60**

The lecturer says “well, everyone you have finished reading, now we are going to have a speaking activity, look at the textbook and understand the text please individually for four minutes.” The students replay “ok Mom. The students think individually understanding the text.

*(Classroom Observation with Mrs. HM, 31<sup>st</sup>/May/2023)*

After thinking individually, the lecturer asked students to share their thinking in pairs. After that, students work in group and shared their thinking. Finally, one student from each group shared their discussion in front of the class. This finding can be found in field note observation below:

#### **Minutes 61-72**

The lecturer asks the students to find their partner”hi everyone now it’s time to find your partner to discuss and understand the text and try to retell to your partner. If four minutes over, finally the students find the group of four to discuss and understand the text to be retell to the whole class.” The students replay “yes mom, should we retell it one by one or one from one group? “the lecturer answered the students’ question “wow that’s a great question my dear students, I will nominate one from one group to retell the text in front of the class” finally, the lecturer appreciate the students’ achievement “you did it my students, thank you very much, your speaking is pretty well, however you must try and try to be more self-confident”

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*(Classroom Observation with Mrs. HM, 31<sup>st</sup>/May/2023)*

After doing speaking activity with Think Pair Share, the lecturer continued to the next lesson with listening and writing about modals of obligation.

On the second day, after reading activity, the lecturer continued to speaking with the same topic in reading activity. The topic was about journey. The lecturer started with giving a question about journey. She asked the students to think of the question for a few minutes. After thinking individually, the lecturer asked students to work in pairs and share their answer. This finding can be found in field note observation below:

**Minutes 46-55**

The lecturer says to the students “if I give you ten million, where will you go on journey?” Think for four minutes individually. After that the lecturer asks the students to discuss the answers with partner.” The students replay “well Mom, we will try our best”

*(Classroom Observation with Mrs. HM, 5<sup>th</sup>/May/2023)*

After working in pairs, students work in groups and finally share the answer in front of the class. This finding can be found in field note observation below:

**Minutes 56-76**

The lecturer ask the students to work in group, 1,2,3,4 you are one group, 1,2,3,4 you are one group until all the students have their group each other. “Alright, now you can share your idea to your friends in group where you will go on journey. One from group comes to the front the class to share the idea. “great job my students wow you can

speaking but you must enrich your vocabulary to be better in speaking.

*(Classroom Observation with Mrs. HM, 5<sup>th</sup>/June/2023)*

After speaking activity, the lecturer continued the lesson with grammar about present perfect and present simple.

On the last day of observation in Mrs. HM's class, the speaking topic was about stress. It was the same with reading topic. She started the speaking by giving a question. She asked students to think of question individually. This finding can be found in field note observation below:

**Minutes 36-40**

The lecturer writes the question on the whiteboard “what is the best job and the stressfull job based on you, why? Think by yourself. You have four minutes to think individually.

*(Classroom Observation with Mrs. HM, 6<sup>th</sup>/June/2023)*

After thinking, the lecturer asked students to work in pairs and compare their answer. After that, she asked students to work in groups. Finally, one of students in each groups shared their answer in front of the class. This finding can be found in field note observation below:

**Minutes 41-54**

“ok do you think the best and the stressfull job and why? “ the lecturer says. And the students say “ yes Mom. “ the lecturer ask the students to share the answers in pairs and groups.”now do you have the same answer? “the students answer “no, mom we have different answer. “ the lecturer call the students from groups to share the answeres in front of the class. “you have a great idea”

*(Classroom Observation with Mrs. HM, 6<sup>th</sup>/June/2023)*

After doing speaking activity, the lecturer continued to the next lesson. It was writing about stressful job.

Based on the three days observation in teaching reading and speaking in room 26, it can be concluded that Mrs. HM used the same ways in implementing Think Pair Share either in reading and speaking. She did TPS by thinking the questions individually, then sharing in pairs, groups, and presenting to the whole class. The researcher found that there was only one different way in starting the activity. In reading, Mrs. HM started the activity by giving questions and pictures, meanwhile in speaking, she always started with question.

**b. The Implementation of TPS in Speaking by Lecturer in room 29**

The second observation was done in Mr. AHD's class. He did speaking activity after doing reading activity. On the first day, he began speaking activity by giving question about clothes. He asked students to think of the answer individually. This finding can be found in field note observation below:

**Minutes 40-45**

The lecturer asks the students to have a speaking activity. The lecturer asks the students to think individually about what have to wear in the public places, for example what have to wear in the school? or in the other places?

*(Classroom Observation with Mrs. HM, 7<sup>th</sup>/June/2023)*

After thinking, the lecturer put students in pairs to share the answer and then students shared their answer in groups. This finding can be found in field note observation below:

**Minutes 45-60**

The lecturer divide the students in pairs and after that in groups to discuss that have to and what don't have to wear in public places. Choose one place. In pairs and groups the students discuss and share the answers.

The other students listen to their friends in groups who is telling the answers.

*(Classroom Observation with Mrs. HM, 7<sup>th</sup>/June/2023)*

After speaking activity, the lecturer continued to the next lesson. The lesson was completing the text with have to and don not have to.

On the second day, after reading activity, the lecturer continued to speaking activity by giving question to think. Students think of the answer individually. After thinking, students shared their answer in pairs, and finally they shared their answers in groups.

This finding can be found in field note observation below:

**Minutes 48-60**

The students ask the students individually think “why do you study English? After that the students find their partner to share the answer. “alright, now you are going to share your answers to your partner about why they study English? you can share your answer to your partner ok” the students replay ”ok sir” Finally, the lecturer ask the students to find their group and share the answers, “well done, we study English because English is important and the students will be.....(the lecturer ask the other students to give the idea).

*(Classroom Observation with Mrs. HM, 8<sup>th</sup>/June/2023)*

After speaking activity, the lecturer continued to the next lesson. The lesson was listening activity about American and British English.

On the last day observation in Mr. AHD’s class, he started speaking activity by giving a question about lying. He asked students to think first, after that he put students in pairs to share their answer, and finally, students shared their answer in groups. This finding can be found in field note observation below:

**Minutes 41 – 55**

The lecturer asks the students to have speaking activity by giving a question first. “Ok I have a question for you guys, the question is can you lye or nor and why? Ok for the first, you must think first. After that number 1 and number 2 are partner, 1, 2 partner and finally the class has 14 partner. Finally the students in groups share their answers, every students can speak and share the answer can we lye or not and why?”

*(Classroom Observation with Mrs. HM, 9<sup>th</sup>/June/2023)*

After speaking activity, the lecturer continued the lesson. The next lesson was grammar about stative and dynamic verbs.

Based on the three days observation, it can be found that Mr. AHD had different ways in implementing Think Pair Share (TPS) in reading and speaking activity. In reading, after students shared in groups, he asked the students to do presentation, meanwhile in speaking, he only asked students to share in pairs and groups without presenting to the whole class.

### **3. Students’ responses to the implementation of Think Pair Share (TPS) technique in teaching reading and speaking**

Based on what the researcher saw when doing class observation for six days about students’ responses on the implementation of Think Pair Share (TPS) technique, the students showed various responses to do it either about cognitive, affective, or conative response. The students’ responses on the implementation of TPS based on the cognitive response type can be seen as follows. First, it was relevant because the students were really easy to answer the questions and discuss them to their partner and groups because they have already had background knowledge about



the material they were studying and the lesson was not a bit complicated at the day. Then, the lecturer related their lesson to the real life when tried to highlight elicit the material.

Based on the aims of the lesson that the lecturer wrote on her lesson plan, student were expected to be able to present and produce the language materials. Based on the students' response, kinds of materials will effect to students' responses. Some students could give good response in every steps of lesson. They were like that because the lecturer conveyed the instruction step by step and use imperative sentences. The lecturer also did concept checking before asking the students to do the activity. Therefore, clear concept checking impacts positive to students' responses. It is based on the field note below:

**Minutes 30-38**

The lecturer say “wonderfull, now it’s time to discuss those task with your friend next to you, do you discuss with yourself? The students replay “No Mom, we discuss with partner or pair” “great job my lovely students, I give you five minutes to discuss the randomize events and what happend in the text in PAIR.

*(Classroom Observation with Mr. AHD,*

*8<sup>th</sup>/June/2023)*

Based on the interview to lecturer who taught in room 26, some of the students are enthusiast to do the activity. It can be seen from the interview tape script below:

“Some of the students are enthusiast because TPS is a simple technique that enhance students critical thinking skill, improve reading and speaking

comprehend and then with collaboration presentation skill”

*(Interview with Mrs. HM, 31<sup>st</sup>/June/2023)*

Based on the interview to the lecturer who taught in room 29, many students are enthusiasts to do the task and some of them are lazy. It can be seen from the interview tape script below:

“In my class if I use think pair share, many students enthusiast to join or to follow to do the think pair share technique, but some of them are lazy, do not understand and I do not know why they do not feel better when I use think pair share.”

*(Interview with Mr. AHD, 7<sup>th</sup>/June/2023)*

**a. Students’ responses to the implementation of Think Pair Share (TPS) technique in teaching reading**

Based on the observation and interview in two classes, the students showed different responses either about cognitive, affective, or conative response. In terms of students’ cognitive response which was related to the implementation of Think Pair Share (TPS) in teaching reading, the result of interview revealed that some of the students stated that the implementation of TPS in teaching reading helped them to develop their vocabulary. This finding can be seen in interview tape script below:

“I think in reading I can get many vocabularies, I can memorize them. Meanwhile in speaking, I can get new information from the people in another country.”

*(Interview with. TM, students of room 26, 6<sup>th</sup>/June/2023)*

JR from room 29 also said that he likes learning reading because he can develop vocabularies. As he stated in interview session below:

“By speaking, we can get experience. We can speak to people from another country. By reading, we can develop our vocabularies”

(Interview with. JR, students of room 29, 9th/June/2023)

Some of them said that they like learning by using TPS technique because they like presentation in front of their friends. As like MF in his utterances in interview session, he argued that:

“My response is very good because I feel enjoy in learning English with sharing session in front of my friends. It makes me more confident to speak”

(Interview with. MF, students of room 26, 6<sup>th</sup> /June/2023)

Some of the students said that they like learning by using TPS because they felt easy to get the lesson. As like TM in her utterances in interview session, she argued that:

“I think it is very good because the lecturer has her own way to make us easy to get the lesson”

(Interview with. TM, students of room 26, 6<sup>th</sup>/June/2023)

Another student said that he felt enjoyed and comfortable in learning reading with TPS technique because there were pairing and grouping before presenting the answer. This finding can be seen in interview tape script below:

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“I think, the way our lecturer taught us is really enjoy. It made us more comfortable to present our answers”

*(Interview with. JR, students of room 29, 9<sup>th</sup>/June/2023)*

Based on the observation in room 26 and 29, the researcher found that many students tried to do the task well, some of them look lazy to do the task, and the rest of them look confused what to do and what to say. Meanwhile in room 29, most of them look lazy to do the task, and some of them look enthusiast to do the task.

**b. Students’ responses to the implementation of Think Pair Share (TPS) technique in teaching speaking**

Based on the interview to four students in room 26 and four students in room 29, they said that presentation can make them practice how to speak in public. As like NFS in her utterances in interview session, she argued that:

“I feel good when learning English because the lecturer uses good way in teaching. I can get the lesson well especially in speaking. The lecturer tells us how to pronounce the words to make us better in public speaking.”

*(Interview with. NFS, students of room 26, 6<sup>th</sup>/June/2023)*

YH said that he can develop his confident by presentation in front of the class. As he stated in his interview session below:

“I feel better in reading because I can be more confident in speaking by sharing session”

*(Interview with. YH, students of room 26, 6<sup>th</sup>/June/2023)*

The same opinion is also said by YNA. She felt more confident while presenting the answer in front of the class. As she stated in her interview session below:

“Our lecturer asked us to present the answer, so we can be more confident”

*(Interview with. YNA, students of room 29, 9<sup>th</sup>/June/2023)*

In line with his friend, AS also said by working in group, sharing, and presenting the answer can make him more confident to speak. As he stated in his interview session below:

“I think, the way lecturer taught us is really make us enjoy because he asked us to work in group, discuss the answer, and then present the answer. It made us more confident to speak”

*(Interview with. AS, students of room 29, 9<sup>th</sup>/June/2023)*

Based on the observation, the researcher found that not all of the students like to work in groups. Some of them felt lazy to do it, some of them were not confident to present in front of the class, and some of them do not know what to share.

Based on the interview and observation from two classes, it can be conclude that some of them feel enthusiast in learning English because

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the way lecturers teach in class. The lecturers always ask the students to read the text, work in pairs, groups, and then share the idea in front of the class. It means that the lecturer always use Think Pair Share technique in teaching reading and speaking.

## B. Discussion

In this part, the researcher describes and discusses the research findings that have already been presented. It can be seen in the table below:

**Table 4.2**  
**The Implementation of Think Pair Share Technique in Teaching Reading and Speaking**

<b>Research Questions</b>	<b>Findings in Mrs. HM's Class (Room 26)</b>	<b>Findings in Mr. AHD's Class (Room 29)</b>
The Implementation of Think Pair Share (TPS) Technique in Teaching Reading.	<ol style="list-style-type: none"> <li>1. Think: give some questions to think individually.</li> <li>2. Pair: Students share their answer in pairs</li> <li>3. Share: Students share the answer in groups and present in front of the class.</li> </ol>	<ol style="list-style-type: none"> <li>1. Think: Give some questions to think individually.</li> <li>2. Pair: Students share their answer in pairs.</li> <li>3. Share: Students share the answer in groups and present in front of the class.</li> </ol>
The Implementation of Think Pair Share (TPS) Technique in Teaching Speaking.	<ol style="list-style-type: none"> <li>1. Think: give one or two questions to think individually.</li> <li>2. Pair: Share the answer with partner.</li> </ol>	<ol style="list-style-type: none"> <li>1. Think: give one or two questions to think individually.</li> <li>2. Pair: Share the answer with partner.</li> </ol>

	3. Share: Share the answer in groups and present in front of the class.	3. Share: Share the answer in groups
Students' Responses to The Implementation of Think Pair Share (TPS) Technique in Teaching Reading and Speaking.	Some of them do the task well. Some of them look lazy. The rest of them look confused.	Most of them lazy to do the task. Some of them look enthusiast.

Some certain relevant theories helped the analysis of this research in order to answer the research questions. There are three research questions in this research; the implementation of Think Pair Share (TPS) in teaching reading, the implementation of Think Pair Share (TPS) in teaching speaking and the response to the implementation of Think Pair Share (TPS) in teaching reading and speaking.

The first research question is "How is the implementation of Think Pair Share (TPS) technique in teaching reading?" The finding showed that both of the lecturers used an appropriate material and technique that can make students interested in learning. The lecturer asked students to think of the task, work in pairs, and then share the idea with other friends. Barkley, et al., (2005) states that the steps for Think-pair-share strategy is think for a few minutes, and then discuss and compare their responses with a partner before sharing with the entire class. Therefore, the learning goal in lesson planning can be achieved. The students can understand the text; identify generic

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structure, language feature, and moral from the text. Furthermore, the use of this technique should encourage and motivate students in reading.

Using think-pair-share strategy in reading can help students to organize their ideas. The students' critical thinking is retained after a lesson in which students have had an opportunity to discuss and reflect on the topic. Many students find it easier or safer to have a discussion with other classmates, rather than with a large group. The materials for this strategy are not specific, so it can be easily incorporated into lessons. According Lyman in Majid, et al. (2013), conveys that think-pair-share strategy (TPS) is a strategy for reading comprehension. It involved three stages of students' action. First stage is to initiate the session where the students are being provoked to think of the problem in hand. Students are given time to think through their own answers. Second stage is the students set the communication environment where the students identify their partners in the sharing session. The last stage, the students can exchange ideas, compare notes and improve their answer.

This finding supports some previous studies. First, this research finding support Sri et al (2021) who found that Think Pair Share Technique (TPS) is effective to teach reading comprehension. Second, Fauziyati and Istianah (2013) showed that teaching reading by using Think-Pair-Share technique is an effective technique in the process of teaching and learning English, especially in students' reading comprehension skills. The third, Ningrum (2016) found that Think Pair Share (TPS) technique is really

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appropriate in teaching reading comprehension and building vocabulary and also working together cooperatively. The teacher should be able to choose the best way to present the material, such as choosing TPS as a technique that used in teaching learning process so that the student will be able to follow teaching learning process as well as possible.

The second research question of this research is “how is the implementation of Think Pair Share (TPS) technique in teaching speaking?” The finding showed that both of the lecturers used the same steps in implementing the Think Pair Share technique in teaching speaking. Each meeting specifically used three stages. The first stage is thinking. The lecturers asked questions or issues related to the text, students were asked to think about these questions or issues independently for a few moments. Then, students answered questions on the answer sheet "Think" individually. They would start to think and read the story text interactively. Then they work in pairs to comprehend the meaning and content of the story. As a result the students present their idea in front of the class. The students can actively practice their speaking with their friends. Barrentine (1996) suggested that these conversations help students become aware of key elements in the story that they might otherwise miss. The interactive component also allowed students to hear the perspectives of their peers which allow other students to become actively involved in the learning and provided a purpose for the learning process (Ayu, Diem, and Vianty, 2017). After comprehending the topic given by the teacher, the students were given a project or task to

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perform in front of the class. They were required to understand instruction, recognize relevant information in written text, writing script, or narratives to prepare for the presentation.

In addition, activities during the learning process using Think-Pair-Share strategy contributed to improving students' affective abilities, such as work cooperatively with fellow students, respecting differences of opinion, and other people's opportunities for opinion. Besides, with the Share stage, students were taught to manage emotions when speaking in public. Students as the recipient of the technique stated that the Think-Pair-Share was able to overcome the obstacles in the process of learning, especially the "Pair" stage that promoted mutually supportive or cooperative cooperation between individuals. Working in pairs was very helpful in overcoming various problems, afraid of making mistakes, and nervous. Besides, students helped their pairs in expressing the opinion. Through the "Share" stage students also found it was helpful to break the deadlock because they could share with friends in various ways during the learning process. This stage was also able to develop an attitude of tolerance towards others, especially in managing emotions in public speaking, respecting differences of opinion, and respecting other people who were. Thus, Think-Pair-Share strategy in learning was also able to improve competencies in an integrated manner, cognitive, psychomotor, and affective or attitude competencies together.

This finding supports some previous studies, the first Pratiwi (2018) who found that Think Pair Share Method was able to improve students'

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speaking ability. Think Pair Share Method gave the students more chances to speak in English. The students became more familiar in English. The students became more confident to speak up English. They actively participated during the teaching and learning process. The use of classroom English helped the students to be more familiar with English. The vocabulary and grammar also helped them to enrich their vocabulary knowledge, grammar and build their accuracy. The second, Cahyani (2018) found that Think Pair Share technique can be one of the teaching technique alternative applied by the English teacher in teaching English for English Foreign Language class. The last, Rahman (2020) found that TPS technique encouraged the students to have more confidences and became excited to speak up in front of the class since TPS technique facilitated the students well. Thus, this suggests that TPS technique facilitates the students to improve their speaking achievement.

The last research question of this research is “What are the students’ responses to the implementation of Think Pair Share (TPS) technique in teaching reading and speaking?”. The finding showed that the students gave various responses on the implementation of Think Pair Share (TPS) technique they gave positive and negative responses. It is related to, Chin, (2006) who states that Students’ response in teaching and learning process can be seen from several clues, likes the students’ expression in joining the class, comment or enthusiasm to something, difficulty degrees in understanding the material, even how they listen in to teacher’s explanation. According to Hall et al., (2005), the indicator form the students’ response can be either happy

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(positive) or unhappy (negative). Someone can give a positive response will tend that they like something. Conversely, the negative response will certainly avoid that the students dislike something.

In the finding, many of the students had positive responses on the implementation of Think Pair Share. This finding is in line with theory of response proposed by Harvey and Smith (in Ahmadi, 1999), they state that response is a readiness to ensure which behavior is positive or negative based on the object or situation. In symbolic theory, individuals in giving response are based on their comprehensions toward social phenomenon that they are going to respond.

In addition, the students showed good interaction and action in following the lesson. Beltran (2018) shows that increasing interaction in the classroom can lead to better and more interesting learning processes. When being actively involved in learning, participants learn to be more motivated to learn, more attentive, more participatory, and more likely to communicate and exchange ideas with the teacher and between learning participants. The students had good interaction because the lecturer encouraged students. It is appropriate according to Flower (1996). Flower argued that the teachers also need to learn how to encourage students to explore their own and their peers' ideas about difference and to recognize and question the image and the ideologies that appear in subjects. Good teachers will get good responses from their students. That will be different with unchallenged teachers. Good approach in teaching will collect positive responses from students, too.

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Furthermore, the TPS was relevant to the material. Therefore, kinds of material effect to students' responses. According to Applebee (1989), students become better able to view materials as possible realities and understand them in terms of the world rather than the real world as they know it. Beside of that, Rendon (1994) added that asking students to pay attention the things that they do not understand, they are not able to ask for information that would help them in learning. Clay & Breslow (2007) found that some conditions like difficult and boring material should be anticipated when a teacher wants to keep his or her subject run well.

From those explanations of discussion above, it can be said that this research supports the theories of the implementation of Think Pair Share (TPS) in teaching reading and speaking.

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