

**THE EFFECTIVENESS OF COLLABORATIVE LEARNING
METHOD USING THINK PAIR SHARE TECHNIQUE IN
TEACHING ENGLISH SPEAKING SKILLS FOR JUNIOR
HIGH SCHOOL STUDENTS IN MOJOKERTO**

THESIS

Presented to

State Islamic University of Syekh Wasil Kediri

In Partial Fulfillment of the Requirements for a Bachelor of Education (S.Pd)
degree in the Department of English Education



By:

NISA'UL HILMI

NIM. 22202069

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SYEKH WASIL KEDIRI

2026

TITLE PAGE

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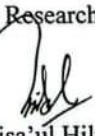
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I declare that this thesis is my original work. This thesis was written by me based on the results of original research I conducted. This thesis does not contain material previously written or published by others, except for specific sections that I have cited and referenced in accordance with established scientific procedures. Therefore, I take full responsibility for this thesis in the event of any objections or claims from other parties

This thesis is presented to fulfill the requirements for a bachelor's degree (S1) in the Department of English Education, State Islamic University of Syekh Wasil of Kediri.

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APPROVAL PAGE

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METHOD USING THINK PAIR SHARE TECHNIQUE IN
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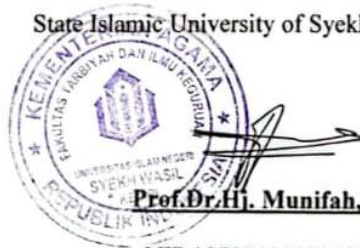
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Demikian surat ini kami sampaikan. Atas perhatian dan kesediaannya, kami mengucapkan terima kasih.

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Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntunan yang diberikan dalam sidang munaqasah yang dilaksanakan pada tanggal 23 Juni 2026 kami dapat menerima dan menyatakan hasil perbaikannya.

Demikian agar maklum dan atas kesedian Ibu, kami mengucapkan terimakasih.

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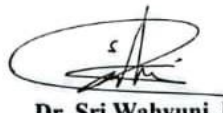
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MOTTO

**“Indeed, with every difficulty there is ease. Indeed, with every
difficulty there is ease.”**

(QS. Al-Insyirah: 5-6)

**Perang telah usai, aku bisa pulang
Kubaringkan panah dan berteriak MENANG!!!
(Nadin Amizah)**

DEDICATION SHEET

Bismillahirrahmanirrahim

This thesis is dedicated to:

First and foremost, I would like to express my gratitude to Allah SWT for the opportunity to complete this thesis. Second, I send my prayers and greetings to the Prophet Muhammad SAW. With that, I wholeheartedly dedicate this work to:

1. My beloved father, Mr. Rokhim, I would like to express my gratitude.

Thank you for your patience, strength, and hard work in providing me with the best education, and for always encouraging me and reassuring me that I could definitely complete my studies. I apologize to him for all my mistakes.

2. My beloved mother, Mrs. Inu Sikah, I would like to express my gratitude.

Thank you for being the angel of our family, and thank you for all your prayers, patience, and encouragement, which have always given me strength. I apologize to her for all my wrongdoings.

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In this occasion, I would like to express his profound gratitude to:

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2. Prof. Dr. Hj. Munifah, M.Pd., Dean of the Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) of Syekh Wasil Kediri.
3. H. Burhanudin Syaifulloh. M. Ed., Ph.D., Head of the English Department, State Islamic University (UIN) of Syekh Wasil Kediri.
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8. The Students of Classes VIII B and VIII D of Brawijaya Islamic Junior High School, Trowulan, who have kindly participated as the subjects of this research.
9. My parents and my families.

Finally, I realize that this thesis requires constructive criticism and suggestions in order to become a high-quality piece of research. Therefore, I hope this thesis will be useful to future researchers.

Kediri, 9th May 2026

The Researcher

Nisa'ul Hilmi

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ABSTRACT

Hilmi, N. (2026). *The Effectiveness of Collaborative Learning Method Using Think Pair Share Technique in Teaching English Speaking Skills for Junior High School Students in Mojokerto*. Department of English Education, Faculty of Tarbiyah and Teacher Training, State Islamic University of Syekh Wasil Kediri, Advisors: (I) H. Burhanudin Syaifulloh M.Ed., Ph.D., (II) Dr. Sri Wahyuni, M.Pd.

Keywords: *Collaborative Learning method, Speaking Skill, Think-Pair-Share*

English as a foreign language is very important for students, especially in terms of speaking skills. It is important to learn English speaking skills in today's world, as global interactions use this language, such as in school and at work. Speaking skills are a tool for communicating and interacting with others in order to convey ideas, opinions, and suggestions. However, students still face many difficulties when speaking English such as, lack confidence, limited vocabulary, and passive in the learning process. This is due to a lack of motivation among students to learn English, as well as the traditional teaching methods that teachers still use during the learning process. To ensure the learning process runs smoothly and students remain engaged and active, teachers must be able to use teaching methods that can be utilized to improve speaking skills. One such teaching method is the collaborative method using the think pair share technique. The purpose of this study is to investigate the effectiveness of the Collaborative Learning Method using the think pair share technique in teaching English speaking skills to eighth-grade students at Brawijaya Islamic Junior High School.

This study employed a quantitative approach using a pre-test-post-test quasi-experimental design. The study population consisted of all eighth-grade students at Brawijaya Islamic Junior High School in Trowulan, totaling approximately 170 students. The sample consisted of two classes: VIII-B, the experimental class with 30 students, and VIII-D, the control class with 32 students. The research instruments used were pre-test and post-test speaking assessments designed to describe a person. The treatment was administered to both the experimental and control groups over three meetings. The hypotheses were tested using ANCOVA analysis.

The results of this study indicate that the data are normally distributed, as determined by the Kolmogorov-Smirnov test. The Levene's test for homogeneity of variances shows a value of $(0.185) > (0.05)$. The regression homogeneity test shows a value of $(0.521) > (0.05)$. This means there is no interaction between the covariate (pre-test) and the independent variable. Furthermore, the ANCOVA results show a significant p-value of $0.001 < (0.05)$. This means there is sufficient evidence to reject the null hypothesis (H_0) and accept the alternative hypothesis (H_a), which means that there is a significant difference in speaking skills between students taught using collaborative learning methods using think pair share technique and those taught using the audio-lingual method. Based on the findings above, the researcher can conclude that the collaborative learning method using think pair share technique is an effective method for teaching students English speaking skills.

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