

**INTEGRATING THINK-PAIR-SHARE WITH CHAIN DRILL TO ENHANCE  
STUDENTS' SPEAKING ACHIEVEMENT.**

**A Thesis**

**By**

**Faqih Aulia Rahman**



**MASTER PROGRAM OF ENGLISH EDUCATION  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
LAMPUNG UNIVERSITY  
2026**

## ABSTRACT

### **INTEGRATING THINK-PAIR-SHARE WITH CHAIN DRILL TO ENHANCE STUDENTS' SPEAKING ACHIEVEMENT**

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This study examined the significant differences in students' speaking achievement between those instructed through the integration of the Think–Pair–Share (TPS) strategy with the Chain Drill technique and those taught using the conventional TPS strategy. It also aimed to identify the speaking aspect that showed the greatest improvement following the implementation of the integrated approach. The participants were eighth-grade students of SMP Darusalamah, with classes VII A and VII B serving as the research sample. A quantitative research design was employed, in which the experimental group received instruction through the integration of TPS and the Chain Drill technique, while the control group was taught using the original TPS strategy. Data were collected using a speaking test and analyzed through independent samples t-tests and paired samples t-tests. The results indicated a statistically significant difference in students' speaking achievement, this was reflected in the n-gain scores for speaking, which were 72.7 for the experimental class and 59.2 for the control class, it was also evidenced by a significance value of 0.000. Furthermore, fluency emerged as the most improved speaking aspect. Overall, the findings demonstrate that integrating TPS with the Chain Drill technique is more effective than the original TPS strategy in enhancing students' speaking achievement.

***Keywords:*** Think-Pair-Share, Chain Drill, speaking achievement, cooperative learning, descriptive text, seventh-grade students

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Research Title

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Student's Name

: Faqih Aulia Rahman

Student's Number

: 2223042030

Study Program

: Master in English Language Teaching

Department

: Language and Arts Education

Faculty

: Teacher Training and Education

APPROVED BY

Advisory Committee

Co-Advisor

Advisor

Prof. Dr. Flora, M.Pd.

NIP 19600713 198603 2 001

Prof. Dr. Muhammad Sukirlan, MA.

NIP 196006221986032001

The Chairperson of Department  
of Language and Arts Education

The Chairperson of Master  
in English Language Teaching

Dr. Sumarti, S.Pd., M.Hum.

NIP 19700318 199403 2 002

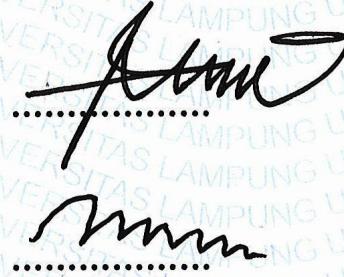
Dr. Budi Kadaryanto, M.A.

NIP 19810326 200501 1 002

**ADMITTED BY**

**1. Examination Committee**

Chairperson : **Prof. Dr. Flora, M.Pd.**



Secretary : **Prof. Dr. Muhammad Sukirlan, M.A.**



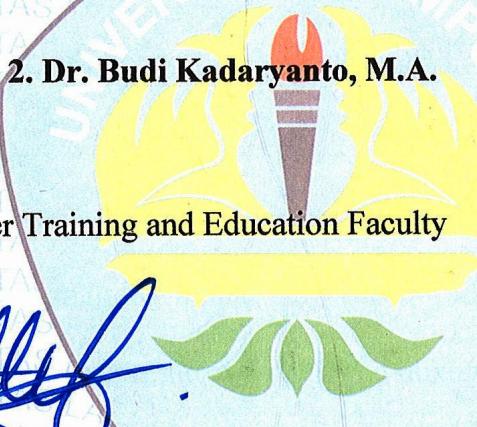
Examiners : **1. Prof. Dr. A.G. Bambang Setiyadi., M.A.**



**2. Dr. Budi Kadaryanto, M.A.**



Dean of Teacher Training and Education Faculty



**Dr. Albert Maydantoro, M.Pd.**

NIP 19870504 201404 1 001



**Prof. Dr. Ir. Murhadi, M.Si.**

NIP 19640326 198902 1 001

**Graduated on: January 28<sup>th</sup>, 2026**

## LEMBAR PERNYATAAN

Dengan ini saya menyatakan bahwa:

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Bandar Lampung, 28 Januari 2026  
Yang membuat pernyataan,



Faqih Aulia Rahman  
NPM 2223042030

## **CURRICULUM VITAE**

Faqih Aulia Rahman was born on March 25, 1998, in Sri Rejosari, Way Jepara, East Lampung. He is the only son of Mr. Marsim and Mrs. Sumarmi. Raised in an environment that values education and discipline, he developed a strong interest in learning from an early age. Faqih Aulia Rahman began his formal education at TK Pertiwi Sri Rejosari in 2003 and successfully completed his kindergarten education in 2004. He then continued his elementary education at Madrasah Ibtidaiyah Muhammadiyah Sumberjo (MIMU Sumberjo), where he graduated in 2009. After completing elementary school, he pursued his junior secondary education at SMP Negeri 1 Way Jepara, graduating in 2012. He then continued his senior secondary education at SMA Minhajutullab, where he completed his studies in 2015. During his secondary education, he developed a growing interest in language learning and education.

In 2015, he was officially accepted into the Undergraduate (S1) English Education Study Program at the Faculty of Teacher Training and Education, University of Lampung. Throughout his undergraduate studies, he focused on developing his academic competence in English language teaching, linguistics, and education. After completing all academic requirements, he successfully earned his Bachelor's degree in English Education in 2021.

Having graduated from bachelor's degree, he decided to level up her education by Master Degree in Lampung University. At the same time, s working at Sahas Production. At present, he is teaching at a junior high school Darusalamah.

## **MOTTO**

“Progress over perfection.”

## **DEDICATION**

In the name of Allah Subhanahu Wa Ta'Ala, this thesis is humbly dedicated to all inspiring educators whose guidance awakened my love for teaching and lifelong learning. I also devote this work to my beloved family, whose unwavering love, prayers, and support have been my greatest strength throughout this journey.

This dedication is extended to my cherished friends, whose encouragement, laughter, and companionship have brought light to both challenging and joyful moments. Finally, I dedicate this work to myself—for perseverance, resilience, and the courage to continue striving in every circumstance.

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Upon completing this work, the author realized that invaluable assistance received from numerous individuals who wholeheartedly contributed through generous feedback for the completion of this thesis. Therefore, the author extends her sincere gratitude and utmost honor to:

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Ultimately, the author acknowledges that her work remains distant from perfection, recognizing the potential for flaws within this research. As such, any comments, suggestions, or constructive feedback are warmly welcomed to enhance the quality of this study. The author aspires for this research to offer tangible contributions to educational development, benefitting readers and individuals who want to conduct further study in this field.

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## **I. INTRODUCTION**

### **1.1 Background of The Research**

It has been known that there are four basic skills that have to be mastered by students in learning a foreign language. Speaking is one of the four language skills (listening, reading and writing). Some functions of speaking are that a speaker can express his or her opinion and feeling, ask for something, share knowledge or information directly and so forth. The achievement in mastering speaking is a measurement to know how far a student has mastered the language he or she is learning. In line with it, Brown and Yule (2000) underline that speaking is one of the basic skills as a measurement of language learners whether someone is successful in learning language or not.

Basically, speaking is one of the ways to communicate to each other. When someone feels confused about something, he or she can ask directly to the speaker that he is talking with. Cornbleet and Carter (2001) contend that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous, open-ended, and evolving, but it is not completely unpredictable. In addition, when the speaking activity takes place, a speaker expects to listener understand well what he or she is talking about. In accordance with this statement, Gert and Hans (2008) state that speaking is utterances with the goal of having their intentions recognized and recipients process

a speakers' remarks with the goal of recognizing those intentions. Consequently, through speaking people can express their feeling and easily achieve the aims of communication.

Speaking is used to deliver some ideas, wishes, and needs to other people. According to Harris (1974), speaking is a complex skill requiring the simultaneous use of the number of different abilities which often develop at different rates. In communication, Hughes (2016:6) states that speaking is the basic thing of interaction and to be able to speak, the ability of people should be explored by the school or by themselves. From the statements above, it can be concluded that there are many ways to develop or to explore the students' achievement in speaking. Unfortunately, most students still feel difficult to speak English fluently; causal factors of this problem are such as lack of motivation, feeling nervous to speak English, lack of grammar mastery, lack of vocabulary and feeling afraid of making mistakes. However, teachers have their own methods to solve those students' speaking problem.

In order to solve the speaking activity problems, there are several solutions such as: role play, picture cued elicitation, and so on. Actually, the teacher had tried those learning strategies in teaching speaking but there were no significant differences in the students' results in the end of the exam. In this study, I use Think- Pair-Share as one of cooperative learning strategies to be applied in speaking class. Kagan (1994) explained that Think-Pair-Share is a cooperative learning strategy that can promote and support higher-level thinking. The teacher asks students to think about a specific topic, pair with other students to discuss their thinking, and share their ideas with them. Besides, Kusrini (2012) said that Think-Pair-Share is a strategy

that gives students opportunities to be active in the classroom through thinking, pairing, and sharing with another student.

Furthermore, Brillianzha (2021) clearly states that TPS offers many structural benefit they happen when the teacher presents a lesson, ask students to think about the given question individually; then pair with a partner discussion using A-B-A-B, counting heads, or directly say they will be paired with their chair mate in order to collaborate on the ideas that they have previously thought about; finally, the teacher asks students to share their discussion one by one. This learning paradigm teaches students to share their thoughts and respect the opinions of others while also focusing on the learning material and objectives. TPS requires students to collaborate in small groups in order to influence their interactions.

Contrary to the opinion above, Handayani (2017) some disadvantages of using Think-Pair-Share are as follows; (1) it is not always easy for students to organize systematic thinking; (2) students' ideas will fewer; (3) if there is a dispute, there are no intermediaries from the students in the group concerned, so that many groups reported and monitored; (4) having an odd number of students has an impact on group formation, because one student does not have a partner; and (5) the number of students formed will be large.

Lie (2008: 46) expressed that there are two problems of working in pairs. Firstly, there are many groups, so the teacher must monitor all groups; secondly, a team consists of two students, and they have fewer ideas. As a result, students feel

bored when they have to work together with the team member. This situation makes students unable to develop their speaking skills. A chain drill is an alternative technique that teachers can use in teaching speaking of English. Chain drills are activities which are used in Audio- Lingual Method. Being able to use the target language communicatively is the goal of the Audio-Lingual Method. To be communicative, drill is a central technique in Audio-Lingual Method. As stated by Finocchiaro and Brumfit (1983) that “drilling is a central technique, and communicative activities come only after a long process of rigid drills and exercise”. Chain drill activity is one of the techniques that can be used in teaching speaking. Larsen-Freeman (2000:48) stated “A chain drill gets its name from the chain of conversation that forms around the room as students, one by one, ask and answer questions of each other”. Chain drill can encourage the improvement of two abilities in one technique on teaching speaking that are students listening and speaking ability. They get listening ability from listening to their friend’s questions. Therefore, they have to focus on what their friends asking about. Once they can answer the question correctly, it means that they absolutely can understand the question. Moreover, the way they ask questions or answer the questions drives students to practice speaking. This activity makes students accustomed to express their ideas through oral speech.

To solve the problem of working in pairs in Think-Pair-Share. The researcher will integrate Think-Pair-Share with Chain Drill. That is why the researcher is interested in conducting research in Integrating Think-Pair-Share with Chain Drill to Enhance Students’ Speaking Achievement.

## **1.2 Research Questions**

Based on the background description above, the formulation of the problem is:

1. Is there any significant difference in students' speaking achievement who are taught through the integration of Think-Pair-Share with Chain Drill Technique and students who are taught through original Think- Pair-Share?
2. Which aspect of speaking improves the most between students who are taught through the integration of Think-Pair-Share with Chain Drill Technique ?

## **1.3 Objective of The Research**

The objectives of the study are as follows:

1. To find out significant difference in students' speaking achievement who are taught through the integration of Think-Pair-Share with Chain Drill Technique and students who are taught through original Think- Pair-Share.
2. To find out what aspect of speaking improves the most between students who are taught through the integration of Think-Pair-Share with Chain Drill Technique.

## **1.4 Uses of The Research**

The uses of this research are:

1. Theoretically, this research will be useful for supporting the benefits of using the integration of Think-Pair-Share with Chain Drill Technique in Speaking.
2. Practically, it may be as the consideration for English teachers that the integration of Think-Pair-Share with Chain Drill Technique can be used as an alternative strategy in teaching speaking.

## **1.5 Scope of The Research**

This research used quantitative approach. It would be focused to investigate and find out whether there is a significant improvement in students' speaking skills after integrating Think-Pair-Share with Chain Drill Technique. The subject of this research is the students in the seventh grade at SMP DTBS Darussalamah Braja Dewa, Way Jepara, East Lampung.

## **1.6 Definition of Terms**

In relation to the uses of the research, there are some definitions clarified in order to have similar understanding. The terms can be described as follows:

### **1. Speaking**

Speaking is one of the basic language skills that have to be mastered by English foreign learners due to its significant and its use for communication.

### **2. Cooperative Learning**

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of performance, use a variety of learning activities to improve their understanding of a subject.

### **3. Think-Pair-Share**

Think-Pair-Share (TPS) technique is a simple and quick technique; the instructor develops and poses questions, gives the students a few minutes to think about a response, and then asks students to share their ideas with their partner. This task allows them to collect and organize their thoughts. "Pair" and "Share" components encourage learners to compare and contrast their understanding with others.

#### 4. Chain drill

A chain drill gets its name from the chain of conversation that forms around the room as students, one-by-one, ask and answer questions of each other. The teacher begins the chain by greeting a particular student, or asking him questions. That student responds, and then turns to the students sitting next to him. The first student greets or asks a question of the second student, and the chain continues. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.

This chapter has explained the introduction including background, limitation of the problem, research questions, objectives, uses, scope and definitions of terms.

It will be continued by the literature reviews in the next chapter.

## **II. LITERATURE REVIEW**

This chapter outlines the research theories. It discusses a variety of topics, including speaking, aspects of speaking, teaching speaking, Concept of Think Pair Share, Teaching Speaking through Think Pair Share The Advantages and Disadvantages of Think Pair Share for Teaching Speaking, Concept of Chain Drill Technique, The Procedure of Integrating Think Pair , theoretical assumptions, and hypotheses

### **2.1 Speaking**

People need to interact with one another. In interaction people need to communicate both in oral and written. Most people prefer to have direct communication to convey their thoughts and ideas. Speaking is a productive skill (Spratt et al., 2005: 34). It entails utilizing speech to convey meaning to others. The speakers, the hearers, the message, and the response are all considered as being vital components in speaking. When speaking, students must employ accurate pronunciation, intonation, and stress to convey the intended message to the listener.

Meantime, Brown (2004: 140) defines speaking as a productive skill that can be directly and empirically observed; those observations are invariably coloured by the accuracy effectiveness of a test-taker's listening skill, which may compromise the reliability and validity of an oral production test.

Chaney (1998) cited in Kayi (2006) adds that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Speaking is much more complex. It involves both a command of certain skills and several different types of knowledge. Canale and Swain (1980) suggest that in order to be able to communicate meaningfully, speakers need to know the knowledge of communicative competence consisting of grammatical, discourse, strategic, and sociolinguistic competence.

As stated above, Speaking is a beneficial ability that facilitates communication with others. It not only produces words or sounds, but also conveys meaning. Speaking is about sharing knowledge, information, and ideas.

## **2.2 Aspects of Speaking**

According to Haris (cited in Satriawan and Skolastika (2003)), there are five components of speaking skills concerned with comprehension, grammar, vocabulary, pronunciation, and fluency., the explanation as follows:

### 1. Pronunciation

Involves the segmental aspects of vowels, consonants, and other sounds, intonation patterns, and emphasis. Pronunciation is a way to ensure sound is generated. In the process of communication, one has to properly pronounce and produce words when speaking in order to avoid miscommunication.

### 2. Grammar

Grammar guides us on how to use words, or more specifically, how to use them appropriately and choose the suitable words for each context. We have to understand some concepts and guidelines that constitute generative grammar.

### 3. Vocabulary

Vocabulary is one of the elements in language that a person needs to master in order to talk or write something. The acquisition of a mastering vocabulary is crucial for effectively using a second language since without a good vocabulary; we will be unable to put the structures and functions we have acquired for effective communication to use. This means that vocabulary mastery is one of the crucial aspects of communication.

### 4. Fluency

The best way to develop fluency is probably to let the air stream of speech follow you as some parts of it go beyond what you can understand.

### 5. Comprehension

Speaking effectively involves understanding not only how to use certain language components, such as grammar, pronunciation, vocabulary, and fluency, but also when, why, and how to utilize them.

Those are five components that should be fulfilled by the students to be mastered in speaking achievement.

## **2.3.Teaching Speaking**

Speaking is an oral communication process between speaker and listener and involves the productively skill of speaking and receptive skill of listening with understanding. It means that speaking is an activity where the interaction occurs between the speaker and the listener, a way to convey the message from the speaker to the listener. Communication involves sending and receiving information. Speaking itself can be evaluated through three aspects; fluency, accuracy, and

comprehensibility. Fluency includes intonation and pronunciation, accuracy involves grammar steadiness and diction appropriateness, while comprehensibility includes the ability to understand someone's utterance (speaker) and ability in speaking to be understood by others (listener).

Teaching English as a foreign language is challenging and burdensome for most teachers since the culture, the pronunciation, the words arrangement are very much different. Most teachers find problem in teaching speaking to students. Especially foreign language learners. As Nuraini (2016) claims that the barriers in teaching speaking English come from two aspects: internal and external factors. Internal factors are native language, age, exposure, innate phonetic ability, identity and language ego, and motivation concern for good speaking English and external factors are teaching speaking English at large class and learners' autonomy. Each barrier is connected with the available method or technique used in teaching speaking English.

In teaching speaking using think-pair-share and chain drill, all students have students' grammar; pronunciation, intonation, and fluency are not only evaluated by the teacher but also by the other students and even by themselves. As stated by Tyas (1998: 23) "some techniques will be easier to self-correct than others. Sentence transformation or sentence repetition is carried out and self-corrected every time conventional language laboratory drills are used".

Procedures of activities are important to directing process of participation under practice activities, especially the direction of the chain drill should be made clear to the students. These activities such as chain of conversation with question and answer that related to the topic of discussions. The procedure to implement this technique is simple. The teacher greets students and asks questions to a particular student (student A), and then responds by Student. After that, student A takes turn to ask another student sitting next to him. This activity will continuously work until the last turn of the last student. In the end, the last student directs greeting and asking questions

back to the teacher. Chain drill gives students an opportunity to speak their idea individually. Hopefully, the students can learn speaking English effectively by using a think-pair-share and chain drill technique. Then, they can speak English fluently in formal and informal field.

Then, to assess students' speaking ability, there are five components of speaking skills. They are grammar, vocabulary, pronunciation, fluency and comprehension. As Harmer states (2007: 343) that speaking is a complex skill due to the speaking skills components that must be mastered by a language learners which are grammar, vocabulary, pronunciation, fluency and comprehension. Below are some criteria for scoring.

#### **2.4. Concept of Think Pair Share Technique**

According to Arends (2007), cooperative learning is the basis of this technique. It refers to a learning that depends on group coordination to complete a particular task.

Members of these groups are required to discuss and collaborate in order to achieve the desired goals. Cooperative learning has at least three essential instructional objectives, they are: academic achievement, diversity tolerance and also the development of social interaction. Furthermore, this learning can be characterized as follows: students are placed in groups consisting of different academic abilities to master learning objectives and a scoring system refers to group or individual orientation.

Cooperative learning includes activities such as Think Pair Share. In this type of interactive, topic-based learning, teachers or instructors pose questions to the class. Furthermore, Think Pair Share is a variation of the structure in cooperative learning. According to Kagan (1994), there are three stages to this concept development, namely: students think for themselves about the topics provided by the teacher; students discuss their own ideas with their partners; they share the results of the information that has been agreed upon with the whole class. In addition, Kothiyal et al. (2013) explained that Think Pair Share allows students to express their reasons first, reflect on their thought in pairs and get direct feedback about their understanding.

## **2.5. Teaching Speaking through Think Pair Share**

Kagan (1994) stated that Think-Pair-Share is a cooperative learning strategy that can promote and support higher-level thinking. The teacher asks students to think about a specific topic, pair with other students to discuss their thinking, and share their ideas with them. In addition, Kusrini (2012) said that think pair share is a

strategy that gives students opportunities to be active in the classroom through thinking, pairing, and sharing with another student.

Jones (2002) expressed that Think-Pair-Share is one of the cooperative learning strategies that has advantages; it encourages students to learn, increase students' memory, motivate students in learning the material, provide feedback for group or individual, and develop social and group skills necessary for success in real life soon. Before being asked to present their ideas in front of an audience, students can further improve their oral communication skills by engaging in meaningful engagement and critical thought. By sharing their ideas with at least one other student, this technique helps pupils feel more engaged in the material being taught in the classroom.

Lie (2008: 46) expressed that there are two problems of working in pairs. Firstly, there are many groups, so the teacher must monitor all groups; secondly, a team consisting of only two students may generate fewer ideas. As a result, when they have to collaborate with their team members, students get bored. Students cannot improve their speaking abilities in this kind of environment.

Yerigan (2008), referenced in Azlina (2010:24), states that the Think- Pair-Share Method can be implemented in three steps. This is how it is explained.

1. Think – individually

Each student thinks about the given task. He or she will be given time to jot down their own ideas or response before discussing it with their pair. Then, the responses should be submitted to the teacher before continuing working with pair.

## 2. Pair- with partner

The learners need to form pairs. The teacher needs to cue students to share their response with the partner. In this stage, each pair of students discusses their ideas about the task. From the result of the discussion, each pair concludes and produces their final answer.

## 3. Share- with the whole class

The teacher asks pairs to share the result of discussion or student response, within the learning team, with the rest of the class, or with the entire class during a follow- up discussion. In the stage, a large discussion happens in which each pair facilitates class discussion to find similarities or differences towards the response or opinions from various pairs.

In agreement with Azlina, Kagan (2009) says that putting TPS into practice involves five steps. The teacher first chooses how the class will be divided into pairs, such as by gender or by counting heads. The teacher then presents a question or a topic for discussion. After that, the teacher lets the class to think independently for at least ten seconds. The teacher then instructs the class to share their thoughts in pairs with a companion. Lastly, the teacher selects a few students to present their thoughts to the class.

It is clear from the explanation above that the teacher distributes class time for discussion of a subject or an issue. Second, the students are split up into pairs and are required to share, talk about, and express their opinions to one another. Finally, a few standout students propose their ideas to the class as a whole or to other pairs.

## **2.6. The Advantages and Disadvantages of Think-Pair-Share for teaching**

### **Speaking**

#### **a. The advantage of using Think-pair-share for teaching speaking**

According to Lyman (1985), the Think-Pair-Share technique as a model of cooperative language learning has several advantages. Such as:

- 1) The Think-Pair-Share technique allows students to think about their ideas before sharing them with the whole class. Therefore, class discussions are more productive.
- 2) Students have the opportunity to learn higher-order thinking skills from their peers, and also they gain confidence when reporting ideas in the class.
- 3) Both students and teachers have increased opportunities to think and engage in group discussions.
- 4) Think-Pair-Share techniques can be applied at all class levels and class sizes.

#### **b. The disadvantage of using Think-pair-share for teaching speaking**

As in Schoolizer states that each active learning method has its advantages and disadvantages. They are as follow:

- 1) Some people believe that the Think-Pair-Share method may not reveal students' true personal opinions of the student, as some students tend to be shy.
- 2) It may also lead to not hearing the opinions of some students who prefer comfort and rely on others who are more active.

However, teachers can overcome these difficulties by engaging all types of students and giving them appropriate questions that stimulate them to think and respond.

## **2.7. Concept of Chain Drill Technique**

Brown (2004: 272) stated about drills as follows: Drills offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistics difficulty- either phonological or grammatical. A common technique in the Audio-Lingual Method is drills. Communicating in the target language is the aim of this approach. Larsen-Freeman (2000: 45) explained that the goal of teachers who use the Audio-Lingual method is they want their students to be able to use the target language communicatively.

According to Larsen-Freeman (2000:46). If we want the pupils to be able to communicate in English, we must employ drills. She added that speech has been taught using drills as a component of the audiolingual approach. Drills are appropriate for teaching speaking because one of the main objectives of the audio-lingual method is to utilize the target language communicatively. The teaching technique known as "chain drill" was developed from the Audio- Lingual Method, which was originally used by University of Michigan professor Charles Fries in 1945. This is the reason it has been called the "Michigan Method" at times (Larsen-Freeman, 2000:35). The term "chain drill" refers to the exchange of questions and answers that occurs among students as they go around the room one by one (Larsen- Freeman, 2000:48).

Chain drill activity is one of the methods that can be used in teaching speaking. Larsen-Freeman (2000:48) stated “A chain drill gets its name from the chain of conversation that forms around the room as students, one by one, ask and answer questions of each other”. Chain drill can encourage the improvement of two abilities in one technique on teaching speaking that are students listening and speaking ability. They get listening ability from listening to their friend’s questions. Therefore, they have to focus on what their friends asking about. Once they can answer the question correctly, it means that they absolutely can understand the question. Moreover, the way they ask questions or answer the questions drives students to practice speaking. This activity makes students accustomed to express their ideas through oral speech.

As to Larsen Freeman (2000:48), the following phases might be used to define the chain drill activity:

- 1) The activity is begun as the teacher greets and asks questions to a particular student.
- 2) The student will respond the question.
- 3) Then, he takes a turn to ask another student sitting next to him.
- 4) This activity will continue work until the last turn of the last student.
- 5) In the end, the last student directs greeting and asking questions back to the teacher.

During a chain drill, children can communicate in a controlled manner while the teacher can assess their speech. Whether or not their friends' oral sentences are well- constructed, the teacher or the students themselves can correct them. Because

of this, any errors that are likely to happen can be fixed right away. Additionally, using peer correction from other students will stop students from being afraid to make mistakes, which can boost their confidence to try.

Students' speaking and listening abilities can be enhanced by using chain drills. By listening to their friends' queries, they develop their listening skills. They must thus concentrate on the questions that their buddies are posing. When they are able to accurately respond to the question, it indicates that they can comprehend the query. Furthermore, the questions they pose and the responses they receive influence encourage students to practice speaking. Through this exercise, students practice expressing their opinions verbally. Additionally, it establishes a new habit of speaking English when interacting with others, which will enhance their capacity for speaking as a consequence.

## **2.8. The Procedure of Integrating TPS with Chain Drill**

The Integration of Think Pair Share with chain drill techniques. These two techniques are combined to complement each other in the students' verbal communication process. Both techniques are agreed to be combined considering the weaknesses that exist in the implementation of each technique. They are believed to be able to assist students in bridging the communication process. In this context, speaking includes several stages that must be completed to produce the final result. The students often have difficulty in expressing ideas and pronounce them correctly. Hence, Think Pair Share will be integrated with chain drill to overcome the emergence of problems.

According to Holcomb (2001) Think Pair Share in practice is created to provide opportunities in the process. Specifically, this technique aims to provide opinions openly for students to achieve goals in expressing their ideas and thoughts. In addition, he also states that it can help students to communicate with each other. It aims to clarify the reinforcement of their opinion. After that, they will be asked to express these ideas publicly in front of the class (Kaddoura, 2013). As the name implies, the stages in the application of Think Pair Share go through three processes. Based on Lestari (2023), these steps include Think (think individually), Pair (unite opinions and ideas in groups), and Share (sharing the final results to the class). Thereto, Mundelsee and Jurkowski (2021) proposed the stages: the first process is that students are given the opportunity to think about information personally. This stage is often referred to as the "think time". The students are asked to think about the example given before they practice it with their partner without any interaction. After their individual responses to the topics given, students take notes for use as a reference when starting the next process in Think Pair Share. At the pair stage, students are grouped into groups that will usually be combined with their peers. This provides an opportunity for students to discuss each of the ideas and information obtained. Not only that, this process emphasizes considering the final results that they will share in the share section. The last stage is share which is used as a student facility to validate the thoughts of their respective groups on a topic.

Of all the advantages and ways to practice Think Pair Share that have been mentioned, there are factors that still become obstacles for students in this technique. As mentioned in Lie (2004), students are only able to build a few ideas from the topics given and Yulanda (2018) argues that students also experience the

same problem. They are sometimes confused in discussing the topics given by the teacher. Thus, drawing from this problem, a solution is needed to overcome it. A way that can be considered effective is to combine it with the chain drill technique.

As expressed by Silberman (2009), silent demonstration can be useful in carrying out any type of procedural activity. This technique provides a means for students to see a process taking place. This is done through repeated practice using the chain drill, so that students can guess what the next activity will be. It can be used as material for discussion after they finish watching their friends perform the dialog.

Integrating these two techniques serves to help students achieve success in speaking fluently and accurately. First, a chain drill in the form of a dialog or short conversation will be shown. Students are asked to read the dialog. In addition, they are also able to ask questions and respond to them correctly. Furthermore, students are given the opportunity to confirm and think about what they have noted. The ideas and information that have been collected will then be discussed further with their partner. In the last stage, students will come forward to perform the introductory dialog they have practiced during the pair practice in front of the class. The results of the pair practice will be corrected by the teacher to give feedback.

Table 2.1 The Procedure in Original and Integration Techniques

No.	Steps in Speaking	Original Think Pair Share Technique in Speaking	Integrating Think Pair Share and Chain Drill Technique in Speaking
1.	Thinking Think-individually	Each student thinks about the given task. They will be given time to think of the respond to the question given to them or the examples presented to them.	The students are given the example of a short description of describing someone's appearance. Then, the teacher invites students to describe a picture showed before the class (The teacher will invite student describing the picture voluntarily)
2.	Pair with partner	The learners need to form pairs. The teacher needs to cue students to share their response with the partner. In this stage, each pair of students discuss how to ask question and how to respond it. From the result of the discussion, each pair concludes.	<ul style="list-style-type: none"> <li>• The teacher writes down some vocabularies of clothes.</li> <li>• The teacher also writes down the example of some sentences in describing a person. <ul style="list-style-type: none"> <li>○ She is wearing ....</li> <li>○ She has ...</li> <li>○ She is ...</li> </ul> </li> <li>• The teacher show a picture of a famous person on the board or screen.</li> <li>• First the teacher directly describe the picture in one sentence only, e.g: She's wearing a blue shirt.</li> <li>• Then, the teacher lets students try to describe with the given word one by one in turn.</li> <li>• Finally, the last students or other students voluntarily, review for the class all the description or the</li> </ul>
			teacher.

3.	Share to whole class	<p>The teacher asks pairs to perform the result of discussion or student responses, within learning team, with the rest of the class, or with the entire class during a follow- up discussion. In the stage, the large discussion happens in which each pair facilitates class discussion in order to find similarities or differences towards the response or opinions from various pairs.</p>	<p>Students are invited to describe their partners in the group or pair</p>
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## 2.9. Theoretical Assumption

Speaking is one of the abilities required to fully learn English. Students' ability to communicate their ideas and thoughts to others is known as speaking. Speaking demands that students comprehend when, why, and how to produce language in addition to knowing how to develop specific language skills like grammar, vocabulary, and pronunciation.

Unfortunately, some students find it difficult to translate certain concepts into their intended meaning. When they present the news item text, many students find it challenging to come up with some ideas. To address this issue, educators should seek a suitable method for teaching languages that will give students some ideas and stimulate their interest in attending class. This will encourage students to engage more actively in their studies and result in better performance, particularly in introductory materials. In this particular situation, the method used in this language instruction study is Think-Pair- Share, which integrated the chain drill technique. Students can use this method to gain motivation and inspiration that will assist them come up with ideas.

## **2.10. Hypothesis**

The hypothesis is formulated to address and justify the research problem outlined in the background of the study. It is derived from the previously stated research questions, on the basis of which the proposed hypothesis is determined.

H1: There is a significant improvement of students' speaking achievement after being taught by using integrating think-pair- share.

### **III. RESEARCH DESIGN**

#### **3.1. Design**

The researcher employed a quantitative research design in which a true experimental method was used to determine the significant difference in students' speaking achievement after being taught through the integration of Think–Pair–Share and Chain Drill. In this study, two groups were involved, namely the experimental group and the control group. The experimental group received treatment through the integration of Think–Pair–Share with Chain Drill in teaching speaking achievement. Meanwhile, the control group was taught using the original Think–Pair–Share technique.

The researcher used *Independent Group T-test* to analyze the data of the first research question as this study, it aimed to compare the result from control and experimental group after receiving the treatments. Furthermore, the researcher employed *Paired-Sample t-test* to determine which aspect of speaking which improved the most.

The research design presented as follows:

G1: T1 X T2

G2: T1 O T2

#### **Notes:**

G1: Experimental Group

G2: Control Group

T1: Pretest

T2: Posttest

X1: Experimental Treatment (Integration of TPS with Chain Drill)

X2: Comparison Treatment (Original TPS)

### **3.2 Variable**

There are two kinds of variables in the research: independent variable (X) and dependent variable (Y). In this research, the researcher used to integrate Think-Pair-Share technique with Chain Drill as the independent variable (X). Moreover, students' speaking achievement was measured as the dependent variable (Y).

### **3.3 Data Source**

The population of the research was the seventh-grade students of SMP Darussalamah. In each class consists of 30 students. Moreover, this study employed a purposive sampling strategy. According to Sugiyono (2015), purposive sampling is a sampling approach that takes specific factors into account.

### **3.4 Instruments**

The data for this research were obtained by one instrument, which was a speaking test. The test aimed to collect data on how well students could describe people and their partners fluently and accurately before and after being taught with the integrating Think-Pair-Share with Chain Drill technique. Brown and Abeywickrama (2004) To assess students' knowledge and ability, teacher should

admit a test as a method. The speaking test served as the research instrument; it included both the pretest and post-test:

### **1. Pre-test**

This was administered to examine whether the students background knowledge before applying the treatments. The pre-test was taken to assess the ability of the students before implementing the the integrating Think-Pair-Share with Chain Drill technique in experimental class and the original of TPS in control class. In addition, the pre-test was given to the students on the first meeting.

### **2. Post-test**

After delivering the treatment, a post-test was administered to examine students' speaking achievement in both classes. This test indicated the level of students' speaking achievement and showed how they performed after the treatment was given.

## **3.5 Validity and Reliability**

### **3.5.1 Validity of The Test**

Hatch and Farhady (1982) state that a test can be considered valid if the test measures the object to be measured and is suitable with the criteria. Since the speaking test was the instrument, the validity of the speaking test must be established. In short, validity refers to the extent to which the test measures what is intended to measure. The researcher utilized content and construct validity to assess the validity of the speaking tests used in this study.

**a. *Content validity***

Content Validity focuses on the equivalence between the material that will be given and the items stated. The items in the test must correspond to the material that will be taught. To get the content validity of the speaking test, the material and the test are composed based on the syllabus taken from the “Merdeka curriculum” for the seventh-grade learners of Secondary School in 2025/2026 academic year. The materials in the treatments are in line with the syllabus, that is, concerning comprehension of the text. To assess students' speaking ability, a speaking activity follows. Then, the tests given are in line with the material that they are asked to compose a text.

**b. *Construct validity***

It is the extent to which the test measures a particular construct, trait, behavior, evidenced through convergent validity and discriminant, divergent validity, and by correlating the test with other published tests with the same purposes and similar content (Cohen, Manion, and Morrison, 2007). In speaking test, the researcher made some items of speaking that could be used to measure students' speaking ability based on some criteria of speaking aspects. According to Harris (1974), there are five components of speaking that should be assessed. They are pronunciation, grammar, vocabulary, fluency, and comprehension. Before the pre and post-test were conducted by the researcher, the researcher provided a table checklist in order to know the agreement of validation regarding to the test. The validators were the English teachers in SMP Darusalamah, they are Aniswatin Khasanah, S.Pd and Marsim, S.Pd.

### **3.5.2 Reliability of The Test**

Setiyadi (2006) states that reliability is consistency of measurement. In achieving the reliability of the pretest and posttest of speaking, interrater reliability is used in this study. It needs some researchers as a team; in addition, the researchers must verify the test and the criteria of the test before gathering the data (Setiyadi, 2006). This current research also applies statistical formula for counting the reliability score between the first and second raters. The statistical formula of reliability is as followed:

Finding the coefficient of the scores between two raters, the researcher was examined the coefficient value by seeing the standard of reliability proposed by Setiyadi (2018):

1. A very low reliability has a range from 0.00 to 0.19.
2. A low reliability has a range from 0.20 to 0.39.
3. An average reliability has a range from 0.40 to 0.59.
4. A high reliability has a range from 0.60 to 0.79.
5. A very high reliability has a range from 0.80 to 0.100.

**Tabel 3. 1. Reliability of Pretest**

			X1	X2
Spearman's rho	X1	Correlation Coefficient	1.000	.728**
		Sig. (2-tailed)		.000
		N	30	30
	X2	Correlation Coefficient	.728**	1.000
		Sig. (2-tailed)	.000	
		N	30	30

As it can be seen on Table 4, there is a significant correlation between the scores given by Rater 1 and Rater 2 on the pre-test, as indicated by a significance value of 0.000 and a correlation coefficient of 0. 728. Therefore, the reliability of the pre-test is considered high, since the coefficient exceeds 0.600 (Setiyadi, 2018).

**Tabel 3. 2. Reliability of Posttest**

			X1	X2
Spearman's rho	X1	Correlation Coefficient	1.000	.878**
		Sig. (2-tailed)		.000
		N	34	34
	X2	Correlation Coefficient	.878**	1.000
		Sig. (2-tailed)	.000	.
		N	30	30

Therefore, the table 2 shows the correlation coefficient of the post test is 0. 878, which means the score is higher than 0.600. Thus, it considers as a high reliability. In brief, there is a significant between the score from rater 1 and rater 2 of the post-test in control class.

### **3.6 Data Collecting Techniques**

The instruments were used to gain the data for the research questions are speaking tests – pretest and post-test as a means to investigate students' perception toward teaching and learning through integrating think-pair- share technique. In collecting the data for the research, the researcher applied several steps as follows:

#### **1. Pretest**

The researcher administered a pre-test before conducting the first treatment. It aimed to identify students' prior speaking achievement. This test will be in spoken form and requires the students to speak fluently when they introduce themselves to others. Further, this test is also intended to see whether there is a significant improvement in their speaking achievement compared to the post-test later.

#### **2. Posttest**

The researcher administered the post-test after conducting three times treatments by implementing modified during the learning process. It was intended to see whether or not there was a significant improvement of students' speaking achievement. As well as the pretest, the researcher used the test in a spoken form.

To conclude, this research used two kinds of instruments to measure students' speaking achievement after being taught by using integrating think-pair-share with chain drill technique.

### **3.7 Data Collecting Technique**

The researcher used the following procedures in order to collect the data:

1. Determining the subject of the research

The population is the students of second grade of SMP Darusalamah in the first semester of 2025/2026 moreover, the sample of the research are two classes of eighth grade students in SMP Darusalamah.

2. Selecting the material

The material is based on kurikulum Merdeka which focuses on introduction their self.

3. Administering pre-test

The researcher administers a pretest to see the students' prior achievement of speaking before treatment of integrating think-pair-share with chain drill technique. The students are asked to introduce their self- based on the topic given by the researcher.

#### 4. Conducting treatments

After giving the pretest, the treatment of implementation of integrating think-pair-share with chain drill technique by using teacher's feedback is applied in this research. This treatment is conducted in three meetings in which the time for each meeting is 2 x 45 minutes.

#### 5. Administering post-test

The researcher administer posttest after completing the three treatment sessions. This test aims to measure the progress of the students' speaking achievement. The test format will be the same as the pretest.

### **3.8 Data Analysis**

The students' speaking scores were calculated based on their performance in demonstrating speaking tasks in front of the class. The scoring process involved several steps.

1. the speaking tests were scored using an inter-rater assessment.
2. the results were tabulated and all scores were calculated.
3. In analyzing the data, the researcher used SPSS 26. Furthermore, the researcher calculated students' pre-test and post-test scores from both the control and experimental groups using *Independent Samples T-test* to answer the first research question regarding whether there was a significant difference in students' speaking achievement between those taught through integration of Think–Pair–Share and Chain Drill and those taught using the original TPS. In addition, to answer the second research question, the researcher analyzed students' scores in each speaking aspect from both groups using *Paired-Samples T-test* to determine which aspects

of speaking improved significantly in the experimental and control classes.

4. The researcher composed a discussion based on the results.
5. Conducting conclusions derived from the statistical analysis using SPSS 26 with a Control Group Pre-test–Post-test Design.

### **3.9 Data Treatment**

Before using the Independent Group *t*-test to examine the hypotheses proposed by Setiyadi (2018), three important assumptions must be fulfilled.

1. the data are an interval.
2. the data are taken from a purposive sample of the population (non-absolute
3. the data are normally distributed. Therefore, it is essential to determine the normality and homogeneity of the test data before conducting further analysis of the results.

#### **3.9.1 Normality Test**

The purpose of the normality test was to determine whether or not the data have a normal distribution. Using SPSS 26 version, the researcher performed *Shapiro-Wilk* test to ascertain normality.

##### **The hypotheses to test normality:**

- $H_0$ : The data are normally distributed.
- $H_1$ : The data are not normally distributed.

The level of significance is 0.05, whether  $H_0$  is accepted if the result of the normality is higher than 0.05 ( $sign > 0.05$ ). The result explained below:

**Tabel 3. 3. Normality Test**

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>		Shapiro-Wilk			
		Statistic	Df	Sig.	Statistic	Df	Sig.
Hasi 1	Pretest	.166	30	.148	.940	30	.238
	posttest	.106	30	.200*	.971	30	.776
	Pretest	.152	30	.200*	.958	30	.501
	Posttest	.129	30	.200*	.959	30	.529

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The 5 shows that, the normality test values for the control group exceed the significance level of 0.05, with values of 0.501 for the pre-test and 0.529 for the post-test. Similarly, the experimental group also demonstrates significance values greater than 0.05, namely 0.238 for the pre-test and 0.776 for the post-test. These results indicate that the data from both groups are normally distributed. Furthermore, after completing the data treatment and confirming the validity and reliability of the research instruments, the researcher proceeded to address each research question.

### **3.9.2 Homogeneity Test**

Before conducting the Independent Sample T-test, a homogeneity test was performed using Levene's Test for Equality of Variances to ensure that the variances of the two groups are equal.

H0: The variances of both groups are equal (homogeneous).

H1: The variances of both

**Tabel 3. 4. Homogeneity of The Test****Test of Homogeneity of Variances**

		Levene Statistic	df1	df2	Sig.
hasil	Based on Mean	.657	1	66	.421
	Based on Median	.662	1	66	.419
	Based on Median and with adjusted df	.662	1	65.672	.419
	Based on trimmed mean	.661	1	66	.419

The result of homogeneity test is 0.421 which means that the significant is higher than 0.05. It can be concluded that, the  $H_1$  hypothesis is accepted.

### **3.10 Hypothesis Testing**

In this study, the hypotheses were tested at a significance level of 0.05. If the significance value (Sig.) was lower than the alpha level ( $\alpha = 0.05$ ), or  $p < 0.05$ , the null hypothesis was rejected; otherwise, it was accepted. Moreover, the researcher analyzed the quantitative data and test the hypotheses data by using SPSS Statistics version 26 was used to analyze.

The first hypothesis was assessed by using *Independent Sample T-Test* in SPSS to find out the significant difference between the integrating Think-Pair-Share with Chain Drill technique and the original of TPS in students' speaking achievement. The researcher also analyzed which aspects of speaking skill that improve significantly after being taught through integrating Think-Pair-Share with Chain Drill technique. The researcher used *Paired Sample T-Test* to analyzed the data. This chapter has discussed research design, variables, setting, data sources, data collecting technique, research procedure, validity and reliability, data analysis, data treatment, and hypothesis testing.

## **V. CONCLUSION & SUGGESTION**

This chapter presents the conclusions and suggestions for the English teachers who want to try to implement the Integrating Think-Pair-Share with Chain Drill to teach speaking and other researchers who want to conduct similar research.

### **5.1 Conclusion of The Research**

Based on the result of the score gained in the students' speaking skill, the t test computation, and the results of the supporting studies which have established this finding of study, it can be concluded that the Integrating Think-Pair-Share with Chain Drill technique is effective to teach speaking skill. The mean score of the students' speaking fluency in pre-test was 60.5 and it was improved to 81 in post-test of experimental class. It means that using Integrating Think- Pair-Share with Chain Drill technique in teaching speaking contributed to the students more active in speaking class.

### **5.2 Suggestions of The Research**

Based on the research findings, the following recommendations are proposed:

**For English Teachers:** The chain drill technique has proven effective in enhancing students' speaking abilities. Therefore, teachers should incorporate this technique into their speaking lessons to help students improve their oral communication skills.

**For Students:** Chain drill practice enables students to learn proper question-and-answer patterns for real conversations. Through this method, students can develop clearer speech, improve their pronunciation, and use vocabulary more appropriately. Since teachers can immediately correct errors during chain drill exercises, students should practice this technique both inside and outside the classroom to achieve fluency and accuracy in pronunciation, comprehension, vocabulary, and grammar.

**For Further Researchers:** Regarding to the weakness of this research, the researcher suggests the further researcher can investigate the reason and perception of students in implementing integrated Think-Pair-Share with Chain Drill. Further, it is recommended to apply qualitative method.

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