

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Speaking is one of the most important English skills in English that students should learn. Students can interact with others with good communication skills by speaking. Speaking becomes an important part of the curriculum in language teaching, and the goal of teaching speaking in the classroom is to improve students' communicative skill. Speaking skills should be taught and practiced in the classroom so that students can express themselves and improve some aspects of speaking skills such as fluency, comprehension, and grammar. In fact, speaking is the most difficult skill for some students because it is a productive skill. Despite having a large vocabulary, most students have difficulty speaking. They have to think before they say anything. In fact, the problem with speaking is students' unwillingness to speak English because they are afraid of making mistakes. In addition, English should be taught and practiced in the classroom so that students become more comfortable using English. Students all make common mistakes when speaking. Therefore, as a guide, the teacher must find the appropriate technique to solve the students' common errors.

According to Richards (2008: 19), speaking is an activity that can be used to communicate with others. Speaking is a way for people to interact with each other by expressing their ideas, making suggestions and comments, and sharing information. It occurs everywhere and has become a part of daily life.

When someone speaks, he or she interact with others and uses language to express ideas, feelings, and thoughts. Brown (2001: 113) states that the goal of speaking is for students to be able to participate and use English fluently and acceptably in short conversations in daily context.

Luoma (2004:1) states that speaking skill is an important part of the curriculum of language teaching, and makes them an important object of assessment as well. This statement means that during the language teaching learning process, the teacher should teach and assess students' speaking skill. Students' progress in speaking skill must be evaluated objectively. However, students have a variety of issues with their speaking skills, such as a lack of motivation, a fear of making a mistake, or even limited vocabularies in speaking. Moreover, the way of the teacher teaches English in class can be a problem to students learning English. This means that teacher must find a solution to this problem in order to improve students' speaking skills while also increasing their motivation to learn English.

Speaking is the highest target in learning English that should be mastered by all the students. When students are able to speak English well, they will be easier to do communication with their teachers or foreigners. They will also be more confident when they talk with someone in English and people who talk with will be easier to understand the communication. By speaking, students are able to express their ideas, opinions, and process of receiving information. Harmer, (2001:1) states that speaking involves with one or more participants. This statement means that effective speaking also involves a good deal of communication.

Based on the researcher's observation on the tenth grade students of SMA (SLUA) Saraswati 1 Denpasar, it was found that the students were unable to deliver

information fluently and grammatically. They had a crucial problem that caused them to frequently miscommunicate. Therefore, the students were reluctant to participate in the learning process because they were lack of knowledge. Moreover, when they were studying English online, they mostly communicated in their mother tongue or Indonesian language. In addition, the students lacked confidence in speaking English because they were afraid of making mistakes, and they occasionally did not understand what they wanted to say. Speaking was difficult for them because some important speaking components were not yet mastered in language performance, especially fluency, comprehension, and grammar.

Furthermore, how the teachers teach English in class can be a problem for the students in learning English because they practice inappropriate teaching skills. Based on the preliminary research conducted by interviewing the teacher, it was discovered that the teacher frequently used monotonous technique (read aloud) similar to the other class. The teacher only explained the material and provided no specific examples. The teaching learning process did not go well because the teacher did not allow the students to delve deeper into what they were learning. This technique prevented students from displaying their full potential, and well as from becoming bored and unable to practice their speaking skills to the fullest extent possible. Students found it difficult and intimidating to begin speaking after being taught using the teacher technique because most students are afraid of making mistakes. Using the technique, the teacher was unable to improve the students' speaking performance and interactive speaking class. Furthermore, the students were perplexed as to how to begin speaking. Then the results of the students speaking performance were not as what the teacher expected. Therefore, the

students were not interested and became lazy to study because there was no variation in the teaching technique in the learning process. However, no matter how difficult it is, teaching speaking is a fun way is possible. It depends on the method used. Actually, it can be fun teaching if the teachers use an appropriate technique.

Based on the problem described above, the researcher apply think pair share combined with picture in teaching speaking to solve the students' crucial problem. Think pair share combined with picture is an appropriate teaching technique for students to practice in speaking English. It can positively motivate the teaching and learning process of speaking. It can be used to help the students improve their speaking skill. If the students could enjoy the learning process, it would improve their learning achievement and be serious in learning. According to Kagan and Kagan (2009: 18), think pair share is a structure sequence generator since there are many ways to think, many ways to pair up, and many ways to share with the class. During the learning process, students can improve their speaking skills. They are expected to become more actively involved in thinking and discussing the concepts or problems presented in the lesson.

Think pair share combined with picture as the teaching media helps students more creative and communicative. Students will be more active in speaking class if it is balanced by providing several clear examples; therefore, they will have a deeper understanding of the teacher's material. Think pair share has several advantages, including allowing students to confidently hone their skills, optimizing their participation, and providing them with the opportunity to demonstrate their participation to others. These advantages can bind their kinship, allow them to

freely express their opinions, summarize other people's ideas, and analyze. These are the appropriate combinations to be implemented in class activity.

Based on the explanation above, the teacher's teaching technique may affect the students' learning achievement. It could increase their motivation in the learning process through this teaching technique. The researcher was interested and motivated in implementing think pair share combined with picture to the tenth grade students of SMA (SLUA) Saraswati 1 Denpasar in academic year 2021/2022. The researcher conducted this research to find out the improvement of speaking skill. The researcher was interested to carry out a research entitled "The Use of Think Pair Share Combined with Picture to Improve Speaking Skill of the Tenth Grade Students of SMA (SLUA) Saraswati 1 Denpasar in Academic Year 2021/2022". Furthermore, it is expected to become much more effective teaching technique during the learning process.

1.2 Research Problem

Based on the background above, the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar in academic year 2021/2022 have low English achievement, particularly in speaking skill. Students still have a crucial problem in speaking. The students had limited mastery of vocabulary, grammar, fluency, and knowledge, as well as a lack of courage and practice during the learning process. Besides, they needed more instruction on how to speak spontaneously, fluently, correctly, and comprehensively. There must be a better technique that could be applied to make them enjoy and it could encourage them to improve English speaking skill. In the present study, the technique to improve their speaking skill was think pair share combined with picture. As a result, the research problem can be formulated as

follows: can speaking skill of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar in academic year 2021/2022 be improved through think pair share combined with picture?

1.3 The Objective of the Study

The objective of the study was intended to answer and solve the research problem which has been formulated for the study. Since speaking skill of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar needed to be improved, the researcher applied one of the appropriate techniques. There are many learning and teaching techniques that can be used and applied to improve students' speaking skill. One of the appropriate techniques was think pair share. In accordance with the research problem which has previously been formulated, the present research was mainly intended to find a solution or answer to the research problem. The present study intended to find out whether or not the speaking skill of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar can be improved through think pair share combined with picture.

1.4 Limitation of the Study

The study's limitation is very important in discussing the research problem more specifically and avoiding a broad discussion. Speaking has a broad scope of coverage, thus, the researcher needs to narrow down this study area. Thus, the researcher limited the research on the use of think pair share combined with picture to improve speaking skill of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar in academic year 2021/2022. The 2013 curriculum was applied at the school so that the learning process in the present research was based on the

curriculum. Based on the syllabus of the tenth-graders in the first semester, the researcher focused on the fourth main competency and basic competency.

In the present research, the researcher focused on the fourth main competency in the 2013 curriculum. It was processing, reasoning, and presenting in the form of concrete and abstract domain concerned with the development of the material which has been learned in the school independently and being able to apply the appropriate method in line with the scientific rules. Moreover, the basic competency (4.3.2) was constructing a short and simple descriptive text in oral or written form about a historical or famous place related to a social function, text structure, and language feature correctly and contextually. The students' speaking skill was limited in constructing a short descriptive monologue about historical place and famous place. Furthermore, the speaking performance should fulfil the scoring rubric criteria, which mainly focuses on speaking elements into fluency, comprehension, and grammar.

1.5 Significance of the Study

The present research was mainly intended to know how the technique can solve the problem faced by the students. This research was concerned with improving speaking skill of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar through think pair share combined with picture as the teaching technique. In the present study, the results are highly expected to provide a meaningful and significant outcome of the research findings. In addition, the research is expected to have more advantages in terms of theoretical as well as practical significance in the context of improving speaking skill. Thus, the

findings of this study should be significant and should give both theoretical and practical importance as follows.

Theoretically, the findings of the present study are expected to be used as empirical evidence about the implementation theory based on the problem that was faced above that was improving speaking skill through think pair share combined with picture. Besides, it is also expected to support the existing theories of English language teaching's working knowledge and principles. The findings can be beneficial as theoretical evidence about the implementation of think pair share combined with picture. The results are also estimated to enrich theories and can be used as references for future studies related to the same research area. The findings can be used as empirical evidence, which give information to the other researchers.

Practically, the present study results are intended to use for teachers, students, and other researchers. For teachers, the results are used to evaluate the achievement in teaching speaking, and it could be a reflection for the teachers in the future, especially in teaching speaking. The teachers are expected to improve their experience and knowledge because it was easier to teach in the next learning activity for other teachers who are not familiar with teaching. Thus, the teacher can solve the student's problem in the learning process. For the students, it is hoped that they should be more confident to share their ideas, opinions, and many others through speaking. Besides, for the other researchers, the results of this present study are expected to be useful for future study for completing their research.

1.6 Definition of Key Term

The key terms which would be used including speaking skill, think pair share technique and picture.

1. Speaking skill

Speaking skill in the present study is operationally defined as the ability of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar in academic year 2021/2022 to construct and perform a short descriptive monologue based on the elements of speaking, which would be scored through some criteria such as fluency, comprehension, and grammar.

2. Think Pair Share Combined with Picture

Think pair share combined with picture is operationally defined as a teaching technique that combines think pair share as a teaching technique and a media picture. It consists of three steps: thinking, pairing, and sharing. In thinking, the students are given a few minutes to observe a picture and think about a short descriptive monolog individually. In pairing, the students are paired and discuss what they have observed for several minutes with their partner. In sharing, the students share their ideas with the whole class.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is about related theories which are used in this research. The research uses relevant theories to give more evidence in this research. The theoretical review is a review of the theories related to the conducted study and discussed in the present study. It is used to support and build this study to be firmer and based on the fact. The present study needs to be supported by theories which have already been given by the experts. There are some sources from several literatures that are related and support this study. This research is conducted based on some related theories that are stated in the form of some theoretical frameworks such as speaking skill, think pair share combined with picture, and assessing speaking skill.

2.1.1 Speaking Skill

Speaking is a productive skill that is mentioned as one of the most difficult skills if it is compared with the other skills when compared to the other skills because the students must produce utterances that are as clear as possible in conveying their ideas to the audience. They also speak clearly, fluently, and accurately in order to communicate effectively in English. The mastery of speaking skill in English is a priority for many foreign language learners (Richards, 2008:19). Learners often measure their success in learning a foreign language by how much they believe their speaking skill has improved.

Thornburry (2005:1) states that speaking is a part of daily life that people take for granted. In addition, the average person produces tens of thousand words of a day, although some people like auctioneers or politicians may produce even more than that. Teaching speaking is sometimes thought to be a simple process. However, on the implementation, both teachers and students often find some difficulties in teaching and learning process. The oral mode is speaking skill. It is similar to the other skills. It is more complicated than it appears at first glance, and it entails more than just pronouncing words. Consequently, the speech act should play a control role in the process of speech production, which speakers begin with the intention of influencing their listeners in particular way.

Brown (2001:267) states that speaking is an interactive process of constructing meaning involving producing, receiving and processing information. Its form and meaning are determined by the context in which it takes place, which includes the participants, their collective experiences and the physical environment. It is also regarded as one of the four language skills that has an important role in language view, such as students' constant need for communication to express their ideas in order to do everything, particularly during the learning process.

Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topics by using interaction as the key to teaching language for communication because communication is primarily derived from interaction. Widdowson (2008:58) state that speaking is simply the physical embodiment of abstract system. An act of communication by speaking is commonly performed in face to face interaction and occurs as part of a dialogue or other type of verbal exchange.

Moreover, speaking also has some important functions. There are three functions of speaking (Richards, 2008:22). The first is used for interaction with someone. Speaking as interaction refers to what is commonly referred to as conversation and describes interaction with a social function. When people meet, they exchange greetings and engage in small talk in order to be friendly and establish a comfortable zone of interaction with others. The second is speaking as transaction which refers to situations where the focus is on what is said. The third is speaking that can usefully be distinguished has been called speaking as performance. This refers to public speaking that conveys information in front of an audience, such as classroom presentations, public announcements, speeches, and masters of ceremonies.

According to Nunan (2003:54), speaking is very challenging for students in foreign language contexts because they have very few opportunities to use the target language outside the classroom. In addition, when foreign language learners travel to countries where their target languages are spoken, they may find that they are unable to understand or be understood by native speakers. In addition, while some second language learners (particularly those who arrive in their new country as children) achieve notable speaking skills, many others progress to a certain level of proficiency. In addition, their speech appears to stall at a point where it still contains noticeable, patterned errors. These can be grammatical, vocabulary, or pronunciation errors, or any combination of problems.

Meanwhile, Brown (2004:140), speaking is a productive skill that can be directly and empirically observed. Those observations are invariably colored by the accuracy and effectiveness of the test-takers' speaking skill, which necessarily

compromises the reliability and validity of an oral production test. Moreover, Brown divides speaking skill into two, namely; micro and macro skills of speaking. The micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collection, and phrasal units. The macro skills imply the speakers' focus on larger elements: fluency, discourse, function, style, cohesion, nonverbal communication and strategic options.

Cameron (2001:40) states that speaking is active use of language to express meanings so that other people can make sense to interact with each other. In addition, to construct understanding in a foreign language, learners would use their existing language resources, built up from previous experience of language use. To speak in the foreign language in order to share understandings with other people requires attention to precise details of the language. A speaker needs to find the most appropriate words and correct grammar to convey meaning accurately and precisely and needs to organize the discourse so that the listeners will understand.

From all the statements above, the researcher concluded that speaking skill is the important skill of English language skill. The students who are able in speaking mean that they are able to share their ideas and opinions to listeners through speaking. Through speaking, they can express their ideas and opinions freely and also spontaneously. Therefore, as a language skill, speaking becomes an important component to master by the students. Students can also convert their thought and speaking skills by practicing by themselves, and the teacher as the facilitator can accompany the students during the teaching and learning process. Step by step, students can improve their speaking skill, and make them more confident to speak.

Furthermore, to improve speaking skills, teachers should give students a chance to speak in front of the class and practice speaking frequently.

2.1.2 Think Pair Share Combined with Picture

Think Pair Share is a cooperative learning technique that encourages students' participation. It is appropriate for all grade levels and class sizes, and it is especially useful in making lectures more interactive. Brasell and Rasinski (2008:93) states that think pair share is another way in which students can respond to their predictions about the material. In think pair share, students read a passage, pause for a few minutes to think about what they have read, then gather with partners to share their observations. To conclude this activity, teachers usually gather the class at the end of this activity to report on the individual partner sharing.

In teaching technique, the researcher as a teacher additional the teaching technique with media to make the learning process more engaging. In this technique, students are placed in a new situation during the learning process; typically, students follow the teaching and learning process by themselves or in large groups. Think pair share technique give more opportunities for the students to express themselves and share their ideas, opinions, and suggestions with their partners. The technique is combined with picture as media to assist in the teaching and learning process. The picture is a media that is easily delivered to students and is easily understood by them. The think pair share technique can help students improve their collaboration, creativity, and critical thinking skills. Besides that, the researcher provides an explanation as follows.

According to Arends (2012:450), a think pair share strategy is a cooperative learning structure that increases students' participation. It is also an effective way

to slow down the pace of a lesson and stretch students' minds. Think pair share cueing device and the thinking matrix can help students learn discourse and thinking skills. It includes procedures for giving the students more time to think and respond, as well as the ability to change the pattern of participation. Therefore, think pair share encourages more students to engage with the learning materials and it is difficult for one or a few class members to dominate the discussions.

According to Nik (2010:22), think pair share technique allows students to think independently, interact with their pair, and share information with all of the students and their teacher. By sharing information, ideas, and skills, the technique assists students in improving and expanding their knowledge. It teaches the students to be more active and participate in their learning process rather than being a passive learner. Besides, it increases student interest in studying because this technique allows them to exchange ideas with their partner. In addition, they can also explore their ideas using this technique.

Therefore, Kagan and Kagan (2009:18) states that think pair share can teach students to think critically by reflecting on existing ideas, opinions, and information in order to reach a conclusion, a better understanding of the material, make sense of the world, or make a judgment. In contrast, creative thinking, on the other hand, as the name implies, involves a creative process. Think pair share can produce critical and creative thinking refers to mental processes such as analyzing and evaluating.

Think pair share is a cooperative discussion strategy with three parts: students think about a question or an issue, talk with a partner about their thoughts, and then share their discussion and thinking with the class. Arends (2012:553) states that

think pair share is a technique used by teachers to slow down the pace of discourse and increase student participation. In this case, teachers must guide students to the discussion; thus, creating a learning atmosphere that is more alive, active, creative, effective, and fun is a must in teaching and learning process. Often, students are more comfortable presenting ideas to a group with the support of a partner so that they can really express themselves in the learning process.

This activity could force the students to use their metacognition to examine their thinking, analyze their position, and explain their classmates' point of view. In this pair interaction, each of the student reveals his/her personal answer or solution to be united with his/her pair. From the opportunity, students can achieve more critical thinking to discuss and reflect on the topic. Students have an opportunity to share their thinking with at least one other student, thereby increasing their sense of involvement. Last, the think pair share technique improves the quality of the students' responses. It enhances the student's oral communication skills as they have ample time to discuss their ideas. Therefore, the responses received are often more intellectually concise since they have had a chance to reflect their ideas.

When think pair technique is combined with picture as media, it can be more interesting. The picture is one of the learning media that can be used to explain the subject matter. Picture is used almost for all levels of learning or intelligence. The use of a picture as a medium or means of delivery of the lesson is interesting and can bind to the attention and clarify ideas or information presented to the students. The picture is not just an aspect of the method, but it is essential to help our students cope with it through its representation of place, object, and people. The picture is a general verbal communication that can be understood and available everywhere by

assisting the diversity of picture as teaching media. It made it easier for students to further exploring their ideas particularly in speaking.

Pictures give real descriptions of an object that are portable and can be used anytime and help understand objects that are difficult to observe. Pictures really help to reduce preparation time. Harmer (2001:135) states that pictures are extremely useful for a variety of communication activities. Sets of pictures can be re-used, especially it can be laminate, and can be used at any level in classes for kids, teenagers, exam classes and adults following general or business courses. When it comes to using picture in class, the key point is not to limit the teacher to typical class activities and speaking exercises. Students need as much spoken English practice as they can get. It is a valuable resource. It provides a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of tasks, and a focus of interest for students.

Moreover, Harmer (2007:177) states that teachers have always used picture or graphics whether drawn, taken from books, newspapers, and magazines, or photographed, to facilitate learning. The picture can be in the form of flashcards, large wall pictures (big enough for everyone to see details), cue cards (small cards which students use in pair or group work), photographs or illustrations (typically in a textbook). Some teachers also use projected slides, images from an overhead projector, or projected computer images. The teacher also draws a picture on the board to help them give the explanation and language words to the students. These could help both teachers and students in the teaching and learning process. From the definition of the picture above, the picture is a two-dimensional visual that is used to clarify or show a thing, person, and place that are contextual.

The picture is very useful in the teaching and learning processes if the teachers carefully and creatively prepare and use it effectively to support the lesson's presentation. The picture can help the students to imagine the real meaning of the text. If the teacher uses the picture effectively, it can develop and sustain the student's motivation to produce positive attitudes towards English and reinforce language skills. In terms of the attention function, visual or picture are the core, namely attracting and directing students' attention to concentrate on the content of the lesson related to the visual meaning related to or accompanying the text of the subject matter. In present study, the researcher implemented think pair share combined with picture which was mainly adapted from Arends (2012). The procedural steps of the teaching technique can be presented as follows:

1. Step 1 Thinking: the teacher poses a picture associated with the lesson and asks students to spend a minute thinking alone about the answer or the issue. Students need to be taught that talking is not part of thinking time.
2. Step 2 Pairing: next, the teacher asks students to pair off and discuss what they have been thinking about. Interaction during this period could be sharing ideas based on the picture. Usually, teachers allow no more than four or five minutes for pairing.
3. Step 3 Sharing: in the final step, the teacher asks the pairs to share what they have been talking about with the whole class. It is effective to simply go around the room from pair to pair and continue until about a fourth or a half of the pairs have had a chance to report.

Finally, the teacher asks students to share the discussion. Think pair share provides students with the opportunity to think and talk about what they have learned carefully. The technique requires minimal effort on the part of the teacher yet it encourages a great deal of participation from students, even reluctant students. There are some advantages of think pair share. The first advantages are; think pair share can improve students' confidence. Many students feel more confident when they discuss with their partners first before they have to speak in a larger group or in front of the class. Thinking becomes more focused when it is concerned with a partner. The second is the user of the time allows all students to discuss their ideas. This would create a much better teaching and learning process.

In addition, to make the teaching and learning process interesting for the students, in this research, the researcher used picture as a media to help the students imagine based on the situation that had been given by the researcher. Using pictures may encourage the students to be enthusiastic to follow the technique and help them be easier when they think individually and discuss with their pair. Moreover, Larsen-Freeman (2000:127) states that the teacher is responsible for establishing a situation likely to promote communication. Therefore, the researcher used a picture as a media in this study to help the teaching and learning process establish a situation of learning activities that involve real communication contexts.

2.1.3 Assessing Speaking Skill

Assessing speaking is the process of gathering information about speaking performance using substantively grounded procedures. For that reason, speaking assessment must be defined in a specific context. Assessment can be used to provide feedback, promote learning, diagnose (at the beginning, middle, or end, readiness

to proceed, strength and weakness), motivate, and provide a profile of what has been learned (McCulloch, 2007:4).

An assessment is essential in the teaching and learning process. By assessing students, the teacher learns how far students improve their skill and how well the students understand the material that the teacher has explained. Testing students' comprehension is one of the most important aspects of teaching. Barbara (2004:2) states that assessment is the systematic collection of information about students learning, using the time, knowledge, expertise, and available resources, in order to inform decision about how to improve learning. Teacher use assessment information to gather information in order to plan and modify teaching and learning programs for individual students, group of students, and the class, as well as to identify students' learning needs in a clear and constructive manner. Besides, in the teaching and learning activity, students must be more active in order to practice what the teacher explains in the Google Classroom. Assessing speaking is difficult because there are so many factors that must be evaluated using the appropriate test.

Harmer (2001:100) states that the teacher is often asked to evaluate learner progress during courses, maybe by preparing progress tests. The teacher evaluates the students' performance, whether during a drill or a longer language production exercise. Assessment refers to how a teacher evaluates students and the procedures used to collect data from students. It includes a wide range of activities and tasks that teacher use on a daily basis to assess students' progress. Teacher must provide evidence to educational authorities that the intended learning outcomes have been achieved.

According to Thornbory (2005:127-129), there are two main ways to assess speaking skill. They are holistic scoring and analytic scoring. Holistic scoring uses a single score as the basis of an overall impression, while analytic scoring uses a separate score for different aspects of the task. This holistic way has advantages of being quick and is perhaps suitable for informally assessing progress. By contrast, analytic scoring takes longer since it requires the teacher to take a variety of factors into account and is probably fairer and more reliable. It also provides information on specific weaknesses and strengths of students. However, the disadvantage of analytic scoring is that the score may be distracted by all categories and lose sight of the overall situation performed by the students. Therefore, four or five categories seem to be the maximum that can be handle at one time.

According to Brown (2004:144), there are five types of speaking performance assessment such as: imitative, intensive, interactive, extensive and responsive. Imitative speaking is type of speaking performance which is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. Intensive is the second type of speaking frequently employed in assessment context is the pronunciation of short stretches of oral language design to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship. Interactive oral production between interactive and extensive speaking includes task that involves relatively long stretches of interactive discourse (interview, role plays, game, discussion) and task of equally long direction but that involve less interaction (speech, and telling longer stories). Extensive (monologue) speaking assessment task involve complex, restively, length of discourse. The task includes speeches, oral presentation and storytelling minimal verbal interaction. Responsive

assessment task included interaction and text comprehension but at somewhat limited level of very short conversation, standard greetings and small talks, simply request and comment.

Richard and Renandya (2002:222) state that speaking, there are some criteria of performance adapted from the FSI. The first, pronunciation is a basic quality of language learning which is about the stress and the intonation that has to be mastered by the students. The second, fluency which is probably best achieved by allowing the speech to flow. The third, vocabulary is the bank of the words in the mind of the speakers; therefore, the teacher should encourage the students to have a large production of vocabulary. The fourth, grammar is generally thought to be sets of rules which specify the correct order of words at the sentence level. The fifth is comprehension in oral communication in which the students have to understand what they want to say to the listener in order to make them easily catch the purpose of the performance. In addition, Brown (2004:157) states that if the teacher would like to assess the students' speaking skill, some components must be considered, such as fluency, comprehension, and grammar; these criteria can be further explained as follows:

1. Fluency

In this important aspect, it refers to the students is able to continue the monologue fluently and clearly with a few pauses. Moreover, fluency should not be disturbed by the language problem that the students have. It is also the students are not allowed to make unnecessary pauses while doing the monologue. Students were also asked to be confident, not hesitate and stop immediately while doing monologues.

2. Comprehension

It refers to the students' wellness expression and understanding of the conversation and the clear content. The scope is very limited language experience; the speaker can understand simple questions and statements if they are delivered slowly. In addition, the students comprehend the whole speakers without any repetition.

3. Grammar

Grammar is also a very important aspect of speaking which should be measured and assessed in language. Grammar rules should be studied in order to certainly help students to speak more accurately and acceptably paying attention in grammar.

2.2 Empirical Review

In conducting this study, the researcher wants to improve speaking skill through think pair share. There are two researchers that used think pair share strategy in the teaching learning process which could improve the subjects speaking skill. They would be empirical reviewed as the following elaboration.

The first research was conducted by Rateh Ambarwati (2017) entitled "The Use of Think Pair Share Technique through Picture to Improve the Students' Speaking Skill of the Tenth Grade Students of SMK Muhammadiyah 7 Wonosegoro in the Academic Year of 2017/2018". The objective of this study was intended to answer and find out the implementation and improvement of students' speaking skill using think pair share technique through picture of the tenth-grade students of SMK Muhammadiyah 7 Wonosegoro in the academic year of 2017/2018. In addition, the result of this study showed that think pair share

technique through picture not only successful in improving students' speaking skill but also successfully built students' self-confidence. It may encourage students to participate more actively in class. This study used an appropriate research instrument for the tenth-grade students.

For the first research that has been described above by using think pair share technique, students' speaking skill can be improved. The weakness in the first study was her lesson plan did not provide a clear time limitation and direction in the pre-test and post-test. Moreover, students were asked to describe something, which indirectly confused students because she asked the students to describe person, animal, and place. It causes students to be perplexed when making a decision and can result in wasted time. But the strength of this research, the researcher showed that there were positive responses concerning the technique applied in improving the students' speaking skill because besides that, researcher can also build students' self confidence in her research.

The second research was conducted by Jumiati (2013) entitled "Teaching Speaking Skill Through Think Pair Share Technique to Tenth Grade Students of SMAN 8 Denpasar in Academic Year 2012/2013". Her study was designed to improve the ability in speaking skill of the tenth-grade students of SMAN 8 Denpasar in the academic year 2012/2013 through think pair share strategy. In this study, there were two sessions in each cycle and the post-test was conducted in every sessions of the cycle. In addition, this study was stopped in cycle 2. The result of her study was a think pair share can improve students' speaking skill. The technique is helpful for the students in improving their speaking skill. She also stated the technique give highly contributes to the speaking skill of the students.

In her study, the research showed that there were positive responses concerning the technique applied in improving the students' speaking skill. The researcher also gave a good material and simple example in learning material. It was also completed with the scoring rubric. The weaknesses in her study, she did not explain clearly and briefly the implementation of a think pair share technique in chapter II, so make the students confused what the instruction giving by the teacher. In addition, the researcher did not include the theory to be used as a reference for the application of the technique. As a result, students are confused when applying these techniques. In the present study, the researcher adapted the theory from Arends (2012: 370), the researcher explained the theory clearly, and it was complete with clear steps. It made the teachers more confident when applying the teaching techniques to the students. It would be easier to understand the theories when doing the activities during the learning process.

